

**EXPLORING STUDENTS' BELIEFS ABOUT THEIR DIGITAL  
LITERACY EXPERIENCES IN AN EFL DISTANCE EDUCATION  
COURSE**

**INGRID ROCÍO SUÁREZ RAMÍREZ**

**Thesis director**

**Nohora Patricia Moreno García, M.A.**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
MAESTRÍA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS  
TIC EDUCACIÓN Y LENGUAJE  
Bogotá D.C., Colombia  
2020**

**EXPLORING STUDENTS' BELIEFS ABOUT THEIR DIGITAL  
LITERACY EXPERIENCES IN AN EFL DISTANCE EDUCATION  
COURSE**

**INGRID ROCÍO SUÁREZ RAMÍREZ**

**Thesis director**

**Nohora Patricia Moreno García, M.A.**

**A thesis submitted as a requirement to obtain the degree of Magister en Enseñanza de  
Lenguas Extranjeras**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
MAESTRÍA EN LA ENSEÑANZA DE LENGUAS EXTRANJERAS  
TIC EDUCACIÓN Y LENGUAJE  
Bogotá D.C., Colombia  
2020**

Note of acceptance  
Nohora Patricia Moreno García, M.A.  
Thesis Director

---

Juror

---

Juror

---

### **Derechos de Autor**

“Para todos los efectos, declaro que el presente trabajo es original y de mi total autoría; en aquellos casos en los cuales he requerido del trabajo de otros autores o investigadores, he dado los respectivos créditos”. (Artículo 42, parágrafo 2, del Acuerdo 031 del 4 de diciembre de 2007 del Consejo Superior de la Universidad Pedagógica Nacional).

## **Acknowledgments**

This thesis was possible thanks to God's benevolence as the result of the efforts of a family supporting me during the development of the research, the commitment and guidance of the professors of the master program, especially my thesis director who broke the boundaries of distance and was always available to discuss the research. The permission of the institution where the research was carried out and the participants' willingness to be part of this process were a key factor in accomplishing the objectives of the present study. I thank my beloved husband and daughter who encouraged me until the last day.

Finally, I thank professors Luis Fernando Gómez and Jaime Ruiz for their guidance and wisdom which gave me the path to start in this research proposal. ++

### **Abstract**

This research describes how students' beliefs about digital literacy experiences influence in their EFL distance education course. The research proposal is qualitative and exploratory through a case study with 10 participants. The instruments to gather data are an online questionnaire, an online forum, and two video conferences where students participated during the course. The study unveils from the participants' voices that their beliefs are contradictory on the one hand, students conceive the Learning Management System (LMS) as an opportunity due to most of the participants live in rural areas; also, participants conceive when they observe the material located in the platform are also learning when they write during the videoconferences. However, participants also express to feel isolated or to have doubts in their process, expressing that there is confusing learning fragmented vocabulary. The significance of this study is to have a more in-depth description of their beliefs as a matter of experience in this EFL distance course.


Keywords: Beliefs, digital literacy, Distance Language course, English as a Foreign Language (EFL).

## Resumen

Esta investigación describe cómo influyen las creencias personales de un grupo de 10 estudiantes en sus experiencias con la literacidad digital del curso a distancia de inglés transversal 3, ofrecido por la Universidad Santo Tomás, en el año 2019. Partiendo de un estudio de caso exploratorio se implementaron tres instrumentos para la recolección de información: un cuestionario en línea, un foro en línea y la transcripción de dos video conferencias que tuvieron lugar durante el curso.

El análisis de contenido de los instrumentos aplicados evidencia que la literacidad digital se construye y se recrea a través de las creencias y experiencias de los participantes, teniendo como fundamento el análisis sobre el uso de la plataforma (LMS), percibida como oportunidad para interactuar con el contenido digital. Finalmente se plantea que estas creencias son contradictorias, puesto que perciben su curso como una gran oportunidad que a la vez posee vacíos de orden multifactorial

Palabras claves: Creencias, literacidad digital, curso de inglés a distancia, inglés como lengua extranjera (LE).

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>EFALICIDAD EN LA EDUCACIÓN</small>	<i>FORMATO</i>	
	<i>RESUMEN ANALÍTICO EN EDUCACIÓN – RAE</i>	
<b>Código: FOR020GIB</b>	<b>Versión: 01</b>	
<b>Fecha de Aprobación: 10-10-2012</b>	<b>Página 8 de 139148</b>	

<b>1. Información General</b>	
<b>Tipo de documento</b>	Tesis de grado de maestría en investigación.
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	Exploring students' beliefs about Their Digital Literacy Experiences in An EFL distance education course.
<b>Autora</b>	Suárez Ramírez, Ingrid Rocio.
<b>Director</b>	Moreno García, Nohora Patricia.
<b>Publicación</b>	Bogotá, Universidad Pedagógica Nacional, 2020. 145p.
<b>Unidad Patrocinante</b>	Universidad Pedagógica Nacional (UPN).
<b>Palabras Claves</b>	Creencias, literacidad digital, curso de inglés a distancia, inglés como lengua extranjera (LE).

<b>1. Descripción</b>
-----------------------



Esta tesis de Maestría en Enseñanza de Lenguas Extranjeras es el resultado de una investigación cualitativa enfocada en el estudio de caso exploratorio siguiendo una perspectiva constructivista y fenomenológica, cuyo objetivo principal fue describir cómo las creencias de los participantes acerca de su literacidad digital influyeron en su curso a distancia de inglés como lengua extranjera (LE), ofrecido por la Universidad Santo Tomás durante el segundo semestre del año 2018 y el primer semestre del año 2019. Las voces de los estudiantes se obtuvieron por medio de tres instrumentos (foro en línea, cuestionario en línea y dos video conferencias). Como objetivos específicos se caracterizan sus creencias y cómo éstas influyeron en su curso de inglés a distancia. Los 10 estudiantes que participaron, provenían de diferentes programas de las facultades de educación y ciencias y tecnología de los distintos Centros (CAU) de la Universidad mencionada.

## 2. Fuentes

- Abelson, R. P. (1979). *Differences between belief and knowledge system. Cognitive science*, (3). p. 356-360.
- Academic forum [Image]. (2019) Retrieved from <http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>
- Ainley, J., Schulz, W. & Fraillon, J. (2016) *A global measure of digital and ICT literacy skills*. Retrieved from [https://research.acer.edu.au/ict\\_literacy/12](https://research.acer.edu.au/ict_literacy/12)
- Allen, M., Omori, K., et al. (2019). Understanding student satisfaction in the Distance Learning Environment. Grahame & Diehl, *Handbokk of distance Education* (pp. 125-132) Routledge, Taylor & Francis group. New York.
- Arinto, P. (2013, March) *A Framework for Developing Competencies in Open and Distance Learning: The International Review of research in open and distance learning*. P. 168-184 (14). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1008083.pdf>
- Ata, R. & Yıldırım, K. (2019). Exploring Turkish Pre-Service Teachers' Perceptions and Views of Digital Literacy. *Education Sciences*. 9. 10.3390/educsci9010040.
- Bandura, A. & Schunk, D. H. (1981). *Cultivating competence, self-efficacy, and intrinsic*

- interest through proximal self-motivation. Journal of Personal and Social Psychology.*
- Barajas, M. (2003) *Entornos virtuales de aprendizaje en la enseñanza superior: fuentes para una revisión de campo. La tecnología educativa en la enseñanza superior: entornos virtuales de aprendizaje.* Madrid: McGraw-Hill. Interamericana de España, S.A.U.
- Bassegy, M. (1999) *Case study research in educational settings.* Open University press. Buckingham, Philadelphia.
- Bedoya, J (2006). *La inclusión de la plataforma de aprendizaje en línea MOODLE en un curso de gramática contrastiva español-inglés.* Íkala. 11 (1), pp. 181 – 205
- Bhatt, I. & Mackenzie, A. (2019). Just Google it! Digital literacy and the epistemology of ignorance. *Teaching in Higher Education.* 24. 10.1080/13562517.2018.1547276.
- Bourelle, Tiffany & Clark-Oates, Angela & Bourelle, Andrew & Potter, Breanne. (2019). Thinking beyond Multimodal Projects: Incorporating Multimodal Literacy into Composing and Reflection Processes. 10.7330/9781607327974.c005.
- Breen, M. P. (Ed.), (2001). *Learner contributions to language learning: New directions in research.* Harlow, Essex. Pearson Education Limited.
- Budiman R. (2015) *International Journal on New Trends in Education and their implications*, P. 137-147, 6, Issue 3.  
<http://www.ijonte.org/FileUpload/ks63207/File/14.budiman.pdf>
- Cohen, L. Lawrence, M. & Morrison, K. (2007) *Research Methods in education.* 6<sup>th</sup> Edition. Taylor & Francis e-Library. New York.
- Communication Board [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Course Overview [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Coverdale-Johen, T. (2000) *The use of video-conferencing as a communication tool for language learning: Issues and considerations*. IALL Journal, 32(1), 27-40. Retrieved from <https://pdfs.semanticscholar.org/a1d6/eee1a0ca864a8d921216a23cd25bb744b8ee.pdf>

Creswell, John, W., (2003) *Research design: qualitative, quantitative, and mixed methods approaches* pp.3-26, Thousand Oaks, Calif.: Sage

Dahlström, H. (2018). Digital writing tools from the student perspective: Access, affordances, and agency. *Education and Information Technologies*. 10.1007/s10639-018-9844-x.

Denzin, N.K., & Lincoln, Y.S. (2005). *The handbook of qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage.

Downloadable Studying Material [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Duff, P. A. (2008) *Case study research in applied Linguistics*. Taylor & Francis Group, LLC. New York.

Durak, G. & Ataizi M. (2016). *Learners views about distance Education course*. *Contemporary Educational Technology*, P. 85-105, 7 Retrieved from  
<https://files.eric.ed.gov/fulltext/EJ1105761.pdf>

Eichelberger, A. & Leong, P. (2019). Using TPACK as a framework to study the influence of

college faculty's beliefs on online teaching. *Educational Media International*. 56. 1-18. 10.1080/09523987.2019.1614246.

English online course [Image]. (2019) Retrieved from <http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Espitia, M. & Clavijo, A. (2011). *Virtual Forums: A Pedagogical Tool for Collaboration and Learning in Teacher Education*. *Colombian Applied Linguistics Journal*, 13(2), 29-42. Retrieved November 11, 2019, from [http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-4641201100020003&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-4641201100020003&lng=en&tlng=en).

Fantin, M. & Girardello, G. (2008). *Digital Literacy: Tools and Methodologies for Information Society. Chapter XVIII Digital Literacy and Cultural Mediations to the digital divide*, P. 310-340. IGI Publishing, Italy.

Food and Agriculture Organization of the United Nations. (2011) *E-learning Methodologies: A guide for designing and developing e-learning course*. Rome: Author.

Garrison, R. & Anderson, T. (2003) *E-Learning in the 21<sup>st</sup> Century*. Taylor & Francis Group, LLC. New York.

Garrison, R. (2009) *Implications of Online Learning for the Conceptual Development and Practice of Distance Education*. *Journal of Distance Education Revue de L'Éducation à Distance*, 23(2), 93-104 Retrieved from <http://www.anitacrawley.net/Resources/Articles/Garrison2009.pdf>

Girón-García, C. (2015) *Literacy and technologies in EFL settings: Fostering reading comprehension on the Internet*. P. 69-98, 2 Retrieved from: <https://core.ac.uk/download/pdf/132084057.pdf>

- Gómez Flórez, É., Pineda, J., & Marín García, N. (2012). *EFL Students' Perceptions about a Web-Based English Reading Comprehension Course*. Profile: Issues in Teachers' Professional Development, 14(2), 113-129. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/34064/40667>
- Groom, N. & Littlemore, J. (2011) *Doing Applied Linguistics: A guide for Students*. Routledge. New York.
- Hageneuer, S., Sophie C. & Schmidt. C. (2020) „Introduction “. In *Communicating the Past in the Digital Age: Proceedings of the International Conference on Digital Methods in Teaching and Learning in Archaeology (12th-13th October)*, edited by Sebastian Hageneuer, 1–10. London: Ubiquity, <https://doi.org/10.5334/bch.a>.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. State University of New York Press.
- Hashey, A., Miller, K., & Foxworth, L. (2020). Combining Universal Design for Learning and Self-Regulated Strategy Development to Bolster Writing Instruction. *Intervention in School and Clinic*. 105345122091073. 10.1177/1053451220910733.
- Hernández, F. M. (2013) *Didáctica del inglés y mediación tecnológica en el contexto colombiano*. Editorial UD. Bogotá, Colombia.
- Hyland, Ken (2009) *Teaching and Researching Writing*. Pearson Education Limited. United Kingdom. Second Edition.
- Ivanovich, P., Vladimirovich, K., Anatolievich, G., Sergeevich, G., Sergeevich, G., Ivanovich, S., Nashatovna, M., & Vladimirovna, Y., (2020). *Revista antropológica de ciencias de la comunicación y la información, filosofía, lingüística y semiótica, problemas del desarrollo, la ciencia y la tecnología*. Digital Literacy didactics for the

- development of new learning models, 36 (37), 1358-1376.
- Jimoyiannis, A., & Gravani, M. (2011). *Exploring Adult Digital Literacy Using Learners' and Educators' Perceptions and Experiences: The Case of the Second Chance Schools in Greece*. *Educational Technology & Society*, 14 (1), 217–227.
- Kalaja, P., Barcelos, A., Aro, M. & Ruohotie-Lyhty, M. (2015) *Beliefs, Agency and Identity in Foreign Language Learning and Teaching*. Palgrave Macmillan. New York.
- Kanno, Y. & Stuart, Christian (2001) *Learning to Become a Second Language Teacher: Identities-in-Practice*. *The Modern Language Journal*, 95, 236–252 DOI: 10.1111/j.1540-4781.2011. 01178.x
- Kara, N. (2018) Understanding university students' Thoughts and Practices about Digital citizenship: A mixed Methods study. *Educational Technology & Society*, 21 (1), 172-185.
- Kid, T. & Morris, Lonnie (2017) *Handbook of Research on Instructional System and Educational Technology*. IGI Global, Hershey, USA.
- Kohlbacher, F. (2006) *The use of Qualitative Content Analysis in Case Study*. *Forum: Qualitative Social Research*, 7 (1) 21.
- Kosnik, C., White, S., Beck, C., Marshal, B., et all. (2016) Sense Publisher. Building Bridges: Rethinking Literacy Teacher Education in Digital Era. 3001 AW Rotterdam, The Netherlands.
- Kourbani, V. (2018). Writing Center Asynchronous/Synchronous Online Feedback: The Relationship Between E-Feedback and Its Impact on Student Satisfaction, Learning, and Textual Revision. 10.7330/9781607326649.c011.

- Learning Modules [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>
- Lewis, C., & Fabos, B. (2005). *Instant messaging, literacies, and social identities*. Reading Research Quarterly, 40(4), 470-501. Retrieved from  
<http://search.proquest.com/docview/212137511?accountid=34687>
- Majchrzak, O.,(2018) *Learner Identity and Learner Beliefs in EFL Writing*. Springer. Series editor Mirosław Pawlak, Kalisz, Poland
- Matsumoto, Y. (2009) *From the old to the new paradigm of teaching: the impact of group dynamics of the teachers and students in Japanese University ELT classrooms*. Bulletin of Kiryu University, Japan, 21, Retrieved from:  
[www.ukm.my/solls09/Proceeding/PDF/Yasuyo.pdf](http://www.ukm.my/solls09/Proceeding/PDF/Yasuyo.pdf)
- Mayring, P (2014) *Qualitative content analysis: theoretical foundation, basic procedures and software solution*. Klagenfurt, Austria.
- Mayring, P. (2000) *Qualitative Content Analysis*. Forum: Qualitative Social Research. 1 (2) 20.
- Medina, L. (2017). *La Educación Superior Virtual Como Herramienta Para La Inclusión Educativa en Colombia* (Tesis de especialización). Universidad Nacional Abierta y a Distancia, Bogotá. Retrieved from  
<https://stadium.unad.edu.co/preview/UNAD.php?url=/bitstream/10596/12331/1/80189192.pdf>
- Medina, R.A, Ramírez, L. M., & Clavijo, A. (2015). *Reading the community critically in the digital age: a multiliteracies approach*. In P. Chamness Miller., Mantero. M. & Hendo. H (Eds). *ISLS Readings in Language Studies: Vol. 5*. Pp.45-66. Grandville, MI: International Society for Language Studies.

Moodle Platform [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Moore, M., & Diehl, W. (2019) *Handbook of Distance Education*. Fourth Edition. Routledge. Taylor & Francis Group. New York and London

Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22–38). New York, NY: Routledge.

Moreno, M. (2016) *EFL Students' Social Identity Construction through Literacy Activities in an Online Learning Environment* (Master's thesis). Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Online Lessons [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Online test [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Online workbook [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Pajares, F. (1992) *Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construction*. *Review of Educational Research*, Vol. 62, No. 3, pp. 307-332. American Educational Research Association. Retrieved from

<http://www.jstor.org/stable/1170741>

Phycology Department [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Rodríguez S. M. & Muñoz H. (2011) *Social presence in online discussion forums*. Magistro



magazine, P. 103-113, 10. Retrieved from

<http://revistas.usta.edu.co/index.php/magistro/article/view/551>

Rokeach, M. (1968) *Beliefs, Attitudes and values: A theory of organization and change*. San Francisco: Jossey-Bass.

Rueda (1998) *La profecía de flaubert: Rodrigo Parra Sandoval, el científico social y el novelista*. Bogotá, Colombia. Nómadas.

Schedule Activities [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Schedule Videoconferences [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Smaldino, S., Russell, J., Heinich, R., Molenda, M. (2004) *Instructional Technology and Media for Learning*. Pearson, 8th edition. Columbus, Ohio.

Soares, M. (2002). *Novas práticas de leitura I escrita: letramento na cibercultura*. In Dossier Letramento, Revista Educação e Sociedade, n.81. Campinas: Cedes.

Stepp-Greany, J. (2002) *Students Perceptions on language learning in a technological environment: Implications for the new millennium*. Language and Learning

Technology, Vol 6. Num 1 pp 165-180 Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.563.810&rep=rep1&type=pdf>

Video conferences [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Virtual program (2018) [image] Retrieved from <https://www.ustadistancia.edu.co/>  
["https://www.ustadistancia.edu.co/index.php/nuestra-institucion/historia"](https://www.ustadistancia.edu.co/index.php/nuestra-institucion/historia)  
[http://aula20191.ustadistancia.edu.co/course/view.php?id=1154\)](http://aula20191.ustadistancia.edu.co/course/view.php?id=1154)

Virtual course (2019) [image] Retrieved from:

Walker, A. (2015). *Digital Literacy or Digital Competence?* Retrieved from  
<http://www.aishawalker.com/2015/03/12digital-literacy-or-digital-competence/>

White, C. (2003) *Language learning Distance Education*. Cambridge university press.

White, C. (2005) *Distance learning of Foreign languages: state of art*. Language Teaching  
vol 39 p 247-264. Cambridge university press. doi:10.1017/S02614444806003727

Yin, K. R. (2009) *Case study research: Design and Methods*. Sage Publications, Inc. United  
Kingdom.

### 3. Contenidos

El cuerpo de este documento consta de 5 capítulos que refieren los siguientes contenidos:

En el capítulo 1 se presenta una introducción, se plantea el problema de investigación, su justificación y se definen la pregunta y los objetivos.

En el capítulo 2 se da cuenta de los referentes teóricos de la investigación, se discuten investigaciones previas y su relevancia para este proyecto.

En el capítulo 3 se desarrolla el marco metodológico de la investigación. Se relaciona el paradigma y enfoque de investigación, el contexto los participantes, el rol del investigador y los instrumentos utilizados y procedimientos efectuados.

En el capítulo 4 se evidencia el análisis de los datos y se discuten los hallazgos y resultados de la investigación.

En el capítulo 5 se muestran las conclusiones, implicaciones, limitaciones, recomendaciones y posibles rutas para continuar investigaciones asociadas con este proyecto.

#### 4. Metodología

Este proyecto se inscribe en el paradigma de investigación cualitativa, siguió un estudio de caso exploratorio que recoge las voces de 10 estudiantes de diferentes programas a distancia, de la Universidad Santo Tomás. Se desarrolló la técnica de análisis de contenido, la cual fue categorizada, analizada y triangulada a partir de los tres instrumentos (foro, cuestionario y 2 videoconferencias) teniendo como fuente principal sus voces.

#### 5. Conclusiones

Al describir las creencias de los participantes en sus experiencias de literacidad digital, se evidencia que la creencia principal presenta, como oportunidad de aprendizaje, a la plataforma del curso a distancia de inglés como lengua extranjera. A su vez esta creencia de oportunidad influye en las estrategias que adoptan para interactuar con el contenido digital, donde los procesos de lectura y escritura los comunican a través de los escenarios de aprendizaje tales como el chat, las videoconferencias, el correo electrónico y el foro en línea.

Sin embargo, desde sus voces esta aparente perfecta sinergia, devela la noción de 'vacío' no entendida como la ausencia o le '*manque de*' una situación en particular, sino como la tres factores. En primer lugar, las voces que hablan de el no uso de los canales de comunicación sincrónicos como el chat o la videoconferencia; el segundo es la confusión que generan el desarrollo de actividades propuestas desde el contenido digital, y por último afirman que sus producciones escriturales son insuficientes dado que el curso se centra aspectos gramaticales descontextualizados.

<b>Elaborado por:</b>	Ingrid Rocío Suárez Ramírez
<b>Revisado por:</b>	Nohora Patricia Moreno García

<b>Fecha de elaboración del Resumen:</b>	28	03	2020
--	----	----	------

## Content

<b>Chapter 1. Introduction</b>	23
Problem statement	26
Research question.	29
Research Objective.	30
Rationale	30
<b>Chapter 2: Literature review</b>	31
Recent Studies	31
Theoretical Framework	38
Beliefs.	38
Beliefs about technology.	40
Beliefs about Digital Literacy.	41
Digital Literacy.	41

Exploring students' beliefs about their Digital Literacy experiences in an EFL distance setting	21
EFL Distance education course.	46
<b>Chapter 3 Methodology</b>	51
Research Design	51
Research Paradigm	52
Research Approach	52
Type of Study	53
Setting	54
Participants and sampling	59
Researcher's Role	62
Data Collection Instruments and Procedures	63
Online Forum.	64
Online Questionnaire.	65
Video conferences.	66
Procedures	67
Construct validity.	69
Internal validity.	70
External validity.	70
Reliability.	70
<b>Chapter 4. Data Analysis and Findings</b>	71
Data Analysis Framework	71
To define the phenomenon to be described.	72
To identify units of analysis.	72
To describe the logic linking from data to the propositions.	72
To describe the criteria for interpreting the findings.	73
To look for common patterns in the collected data.	74
To interpret data.	74
Categories of the Analysis	75
Voices from the Distance.	76
LMS as an EFL learning opportunity.	78
Digital Literacy as an EFL learning Strategy.	81
Digital content as a learning process.	83
Forms of EFL writing: 'Connecting through the distance'.	85
Issues about students' satisfaction on their EFL distance education course.	92
<b>Chapter 5. Conclusions and Implications</b>	97

Exploring students' beliefs about their Digital Literacy experiences in an EFL distance setting	22
Conclusions Implications and Further Research	98
Limitations	101
<b>References</b>	102
<b>Appendix A. Consent Form</b>	113
<b>Appendix B. Systematized Student's Messages</b>	114
<b>Appendix C. Sample of questions included in the demographic questionnaire</b>	115
<b>Appendix D. Teacher Semi-structured Interview</b>	116
<b>Appendix E. Sample Online Forum</b>	117
<b>Appendix F. Online Questionnaire</b>	118
<b>Appendix G. Sample. Transcription Videoconference 1</b>	119
<b>Appendix H. Sub-Category 1</b>	129
<b>Appendix I. Sub-Category 2</b>	131
<b>Appendix J. Suc-Category 3</b>	138

### **List of Tables**

<b>Table 1.</b> Authors' compilation about Digital Literacy	44
<b>Table 2.</b> LMS Platform and Syllabus course	62
<b>Table 3.</b> Chain of evidence	71
<b>Table 4.</b> List of Categories	80

### **List of Figures**

<b>Figure 1.</b> English distance course	59
<b>Figure 2.</b> Students' ages	64
<b>Figure 3.</b> Students' locations	65
<b>Figure 4.</b> Student use of emojis	91

### **Chapter 1. Introduction**

Santo Tomas University has identified the need to strengthen the use of English as a foreign language in the academic exercise for the future professionals to fulfill their academic development; this is evidenced on the university web page where the vision of this university states:

“En 2027 la Universidad Santo Tomás de Colombia es referente internacional de excelente calidad educativa multicampus, por la articulación eficaz y sistémica de sus funciones sustantivas, y es dinamizadora de la promoción humana y la transformación

social responsable, en un ambiente sustentable, de justicia y paz, en procura del bien común” (Universidad Santo Tomás [USTA], 2015).

For doing so, in 2013, this Colombian University designed six distance English courses denominated ‘Inglés Transversal.’ Students from Science & Technology Faculty and Education Faculty must take these courses as a requirement to graduate. Depending on the academic proposal of each professional program, the student must take four or six English courses. So, in each one of the distance professional majors include these distance English courses.

The university follows (a) the guidelines of decree 3870 of 2006, which aims to regulate the organization and functioning of the education programs for working and the human development to learn a foreign language; (b) the government program called ‘Programa Nacional de Bilingüismo’ promoted by the Ministry of Education that seeks to strengthen English communicative competences; and (c) the regulation in the decree 1295 from 2010.

These guidelines refer to the requirements that programs must meet to be accredited where learning a foreign language is one of the requirements to fulfill. Moreover, the university designed these distance English courses as a way to help their graduates to achieve successfully the challenges they face in their work context.

In such a way, the university supports the importance of learning a foreign language to be ready to attend the demands of this global world. (*Artículo 57 Reglamento Estudiantil*). In this sense, English distance courses let fulfill the requirements aforementioned in professional



programs. So, this research study will explore digital literacy beliefs in students that evidence difficulties in their digital literacy and take the third distance English course.

So, students from both faculties (Science & Technology and Education) take these **four or six distance English courses**, distributed in different semesters in each program. Courses 1, 2, 3, and 4 focus on promoting their literacy skills (reading and writing) through pedagogical proposals such as continuous teacher support and promoting students' autonomy and responsibility through this distance setting. Courses 5 and 6 focus on developing speaking skills.

Each distance English course is organized and directed by a national teacher who is responsible for designing online content activities through the Moodle platform and exams. This teacher is responsible for supporting 250 to 450 students for each course registered in the different 23 headquarters that the university has through Colombia. In each headquarter, there is a regional tutor or regional teacher who is in charge of giving academic support to the students. So, in each English course, there is a national teacher, and in each headquarter, there is a regional teacher.

Similarly, about the design, each English course has digital material uploaded in the Virtual Classroom platform through the Moodle platform. This material consists of three different lessons, three digital workbooks, and three online tests. Moodle platform is the learning management system that the university uses to design the virtual classroom platform

in which national teachers upload the digital content that students use to study in their English courses.

The maximum score for each activity is 5.0, and the minimum to approve is 3.0.

Whether the Moodle Platform or Virtual Classroom, students are assessed using online assignments, online reading, and listening comprehension exercises, and two face-to-face exams. As the participants for this research proposal are students from English 3, it is essential to mention that this course focuses on strengthening the use of grammar structures (simple past and present), vocabulary about people, places, regional traditions, and typical dishes through short readings.

So, the use of technological mediations supports each course. White (2003) describes distance learning as an educational system where learners can study through flexible learning schedules; in other words, students organize their time for doing their academic duties having the possibility to learn at their own pace. Also, students can contact the teacher through videoconferences.

Moreover, most of the students registered at the university live in different cities and towns through Colombia, such as Facatativá, Manizales, Montería, Córdoba, Sincelejo, among others, and they find difficult to attend a face to face encounters, so they prefer to take distance professional careers. This email evidences those above :

*Disculpen de antemano, sucede que soy estudiante del programa Licenciatura en Matemáticas y me toca ver inglés II con ustedes. Vivo en la costa pacífica en el*

*municipio más apartado del departamento del Cauca. Para ir al CAU de Cali debo disponer de 4 días y tener para la estadía \$ 800.000. Por tanto me salen más caro los viajes que la matrícula del semestre. Acá la Internet es deficiente y la energía eléctrica es de planta la colocan algunas horas del día, en ocasiones no hay ninguno de estos....*

(Student registered in Cali and lives in a town near from Cauca, 2019)

The target population for this research proposal is about students who live in rural areas such as towns, *veredas*, *corregimientos*, *casco urbano*, and *municipios*. Rueda (1998) claims the importance of hearing and understand the necessities and realities from students who live in peripheral areas, in general, those who study in public and or rural schools in Colombia to provide more meaningful learning alternatives that can be more connected with their realities.

### **Problem statement**

White (2003) states that distance language learning courses have heterogeneous students with different necessities and challenges to learn a language but also to use technology. This statement from the author is brought to the research since the educational scenario on which this study was carried out is a distance English course called Inglés Transversal 3.

There are 456 students who participate in this course and follow online learning activities mediated through the Moodle platform. There is one teacher in Bogotá who leads the teaching process and administers the platform. It means that the teacher is in charge of organizing all the content which is structured on the Moodle platform.

The Moodle platform includes a timetable, syllabus, learning goals lessons, videoconferences, interactive activities through digital resources, reading materials and online tests, which are linked with the levels A1 and A2. Furthermore, communication tools are synchronous and asynchronous such as instant messages, forums and announcements. In [Chapter 2](#), the reader can see the structure of the Moodle platform through different photos.

In relation to the course participants, there are students from different regions of the country. Students have the possibility to go to the Headquarter or '*Centro Administrativo Universitario*' (CAU) where the student registered, so they can go there to clarify academic doubts with their regional teacher, the role of this teacher is a mediator in their learning process. Also, students can contact their national teacher who sets the virtual site components aforementioned. Notwithstanding, this study gives special relevance to the students who are conceived as the main actors of the learning process regarding how important is the self-regulation and self-learning processes in distance education, which demands a high-level of work and responsibility on the pupils' side.

As a matter of fact, White, (2006) establishes strong arguments on which the importance of centering attention on distance learners is pertinent: “the challenge for research is to provide an understanding of the opportunities and limitations of pedagogical approaches within different learning environments, and the affordances of those environments for learners' perspectives (White, 2006, p. 261)

The researcher implemented a diagnostic phase in three important moments to identify what was the problematic situation; it was analyzed through (a) the observations done to the students' emails and the teacher's replies. All these messages were systematized in an Excel document and the key words to identify the common patterns were taken from the Eric Thesaurus (2003). Then, (b) the researcher interviewed the teacher of English 2, so the interview was systematized in a word file. Finally, (c) the researcher designed and implemented a demographic questionnaire to the students that was systematized in an Excel matrix file.

The first instrument (Appendix 1) evidenced that some students claimed they do not know how to access to the activities in the Virtual Room. This is a S message sample:

*...se dice que al iniciar el worknook o la actividad Inegrated Skill Assignment existe una lección previa que ayuda a ubicar al aprendiz para realizar dichas actividades, las lecciones para los distintos módulos no las encuentro, no las he podido ubicar.....*  
*(Student's message from Cali).*

In this message it is possible to identify that they face problems to solve activities proposed in the virtual room. Then, the teacher who leads the learning process in English 2 participated in an semi-structured interview where the teacher expressed that students face difficulties using the digital workbook, Puzzle, a digital tool used for practicing listening and speaking skills, material hosted in the Moodle platform.

Also, the teacher claimed that students who live in different towns far away do not attend to any face to face tutoring session because they cannot attend to the face to face encounters programmed by the university. Analyzing the questionnaire with the emails systematized and the semi-structured interview with the teacher, the researcher found out that some students faced difficulties to interact with the digital content through the Moodle platform.

Thus, it was identified that participants in this study tend to face difficulties to follow instructions in the Moodle platform. Then, the students have to handle new challenges especially because as has been already mentioned students evidence difficulties to interact with the digital content through the Moodle platform. According to White (2003), distance language courses create an array of new advantages, it also places new demands on participants: to acquire new students' roles, and develop new skills.

This research proposal has two important moments: one, it is focused on the students from the second English course (Inglés Transversal 2) to identify their characteristics and difficulties as it was aforementioned; and the second that is the third English course (Inglés transversal 3), where the researcher continues with the same participants identified in the second English course.

### **Research question.**

Main question

- How do the students' beliefs about their digital literacy experiences influence their EFL distance education course at a Colombian private university?

Specific questions:

- What are the students' beliefs about their digital literacy experiences within their EFL distance education course?
- How do those beliefs influence their distance setting?

### **Research Objective.**

General:

- To describe the students' beliefs about their digital literacy experiences in their EFL distance education course at a Colombian private university.

Specific

- To identify **what type of** students' beliefs, emerge on their digital literacy experiences within their EFL distance education course.
- To analyze how those beliefs, influence in their EFL distance setting.

### **Rationale**

These English distance courses started in 2013 and their population has rapidly increased until having 424 students living in different Colombian regions. It is pertinent and necessary to explore the students' beliefs regarding their digital literacy experience in their

distance English course, but also this proposal seeks to shed light on the teaching and learning realities in this particular setting.

According to [White \(2005\)](#) what is still lacking, however, is a central theoretical framework to inform both research and practice in the broad range of contexts and experiences for distance language learning. It aspires to extract from the findings those beliefs through the students' participations and analysis of the virtual room and the course syllabus, when suitably adapted, could pave the way for effective preparation and delivery of this distance course bearing in mind the processes of digital literacy for adults.

The ultimate purpose of this paper is to contribute to the discussion regarding the design of distance English courses and how students shape their language learning processes through students' interaction with the digital content in a distance context, but also how multiliteracy features mediate those processes. Thus, this research intends to identify and describe the gap between digital literacy process and how 10 students face a distance EFL course.

As teachers we need to reflect upon how students' necessities face challenges in this English distance course to figure out how to enrich their opportunities to learn in an English Distance course. Also, because there is not any previous research about these students' beliefs in their digital literacy in this distance English course.



## Chapter 2: Literature review

This chapter refers to the theoretical foundations of this study. The literature review is composed of beliefs, digital literacy, online language learning, and EFL distance education course, which guide the analysis and interpretation of the data collected.

### Recent Studies

This section presents some relevant international and local studies about students' beliefs in their learning experiences in a distance setting. The first part refers to international investigations related to the new demands that students face when studying in a distance context; then, the local context refers to Colombian policies about distance education and some findings in regards to characteristics and demands in this setting.

Budiman (2015) mentioned new trends in education that reports the findings from the first stage of qualitative data analysis of a longitudinal study that affects the students' in the distance learning English writing course. The data collected were questionnaires. Their findings were in three main categories: academic, technical, and personal issues.

Garrison (2009) and White (2003) agreed that learning in an online scenario demanded different linguistic necessities for the students dealing at the same time with technology abilities where the lack of understanding, grammar issues, limited knowledge of vocabulary, lack of feedback, limited time to study, and feelings of isolation are commonalities between this article and this research report.

These issues were very closed to what the students in the distance course of English 3 claimed to live too. This article was distinctive because it provided elements to identify common patterns regarding the difficulties that learners affirmed to face in their distance courses. White (2006) provided another viewpoint about new challenges between technology and language learning opportunities, but it was not clear enough how this situation impacted students' necessities and realities. This paper explored the fourth generation in distance language education and the necessity to listen to the students to understand genuinely how distance language courses took place regarding the cognitive presence.

Durak and Ataizi (2016) investigated the views of learners experiences in the Distance Learning Platform (DLP) in an online course design model. The data obtained was through videoconferences between the teacher and their learners. This article identified four themes that emerged from the analysis of the data: factors in preferring the DLP, general characteristics of the DLP, the effectiveness of the DLP, and the expansion of the DLP.

This investigation unveiled that learners felt motivated because the platform offered flexibility to communicate efficiently with the instructor and let access to the course materials easily providing the learners with instant feedback. This article showed the phases to carry on research in a distance course. However, it was necessary to be careful due to most of the results were comparisons between distance education and face to face education.

Besides, Rodríguez and Muñoz (2011) described the social presence characteristics in the virtual forum of the bachelor's degree in teaching English as a foreign language in a private

university in Bogotá. The authors pointed out that students' participations in online activities on the Moodle platform evidenced something they called 'the social presence.'

This study was qualitative descriptive based on the perspective of virtual ethnography; the authors potentialized the interaction among students evidenced through the participants' linguistic participation. This article explained the concept of distance courses as a geographical and temporal separation that does not occur in a synchronic way.

Other researchers, as Walker (2015) compared the characteristics and differences between digital literacy and digital competence. Likewise, Hague and Payton (2010) defined digital literacy as the ability to make, represent and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can support these processes.

Here the author proposed a model to analyze digital literacy as (a) procedural competence, (b) socio digital competence, (c) digital discourse competence, and (d) strategic competence. In this sense, the model proposed by UNESCO understands digital literacy as a competence that workers must develop; also, the other proposal looked for fostering communicative competence in a distance course.

Jimoyiannis and Gravani (2011) proposed another perspective on exploring digital literacy using learners' and educators' perceptions and experiences. This proposal aimed at combating social exclusion through education. The researchers used a case-study approach within a qualitative paradigm and draw upon a heuristic that brings together a set of ideas on adult program development to guide research techniques and analysis procedures.

This statement **was** distinctive because the author **proposed** a model to analyze digital literacy through needs identification, planning, design, climate, and evaluation. This research **provided** tentative points to adapt and become effective preparation and delivery of digital literacy courses for adults.

Additionally, the **government-supported** this proposal establishing standards about distance education at universities and elements to obtain quality certifications for professional careers. This proposal **enhanced time flexibility during the learning process** for professional areas through mechanisms that let determine the students' progress. Besides, this program had learning materials in a learning management system (LMS) that the educational institution considered affordable. (MEN, 2010)

The Colombian government has identified the importance to fulfill the world's requirement of learning a foreign language in distance settings bearing in mind that citizens who live in the different Colombian regional areas faced difficulties in getting access to this kind of learning program. Thus, the state promoted the implementation of distance environments that allowed people to get access to information independently of their place of residence. (Congreso de República de Colombia, ley 115, 1994).

However, Medina (2017) highlighted the current panorama of distance education in Colombia and the situations that generated educational exclusion. According to this researcher, people who lived in regions faced many difficulties **getting** access to professional programs because they lived far away from universities, but also, they were discriminated by reasons of

gender, race, social origin, and culture. (Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO], 2008).

Another issue related to educational exclusion was the low possibility that people who lived in regions had to continue their academic studies, or they did not have guarantees to finish them. Another situation is that most of these programs did not fulfill regional necessities. In this respect, the national government faced these issues promulgating to different communities the access to professional programs without moving to urban regions by the use of a computer and a stable internet connection.

This paper focused on the different distance professional programs as a way to democratize education, taking into account that people who lived in remote zones in Colombia benefited from this kind of program bearing in mind that these new learning scenarios demand new challenges and necessities. One of these new demands was the necessity to develop a comprehensive range of digital competencies systematically and coherently. Arinto (2013), based on his findings, suggests developing digital competencies from specific levels of expertise (basic, intermediate, and advanced), indicating degrees of complexity of the knowledge and skills required for each level. These findings evidenced the real abilities that students and teachers had in this regard.

Another critical situation was related to the dramatic technological change faced nowadays (Kellner, 2000). So, Information and Communication Technologies (ICTs) identified an impact on how learning and literacy redefined these changes in this era (Benson and Chik,

2010). For this reason, educators have the need and the responsibility to adapt and integrate the curricula into a new digital context (Schmar-Dobler, 2003).

In this regard, the use of available digital tools in order to ensure that education is relevant to the demands of today's society (Kress, 2003; Bhatt and Mackenzie, 2019). This article highlighted the role of digital literacy to foster reading comprehension on the Internet in order to solve problems, activities, and tasks; or to satisfy the learners' needs by providing an overview of one pedagogical intervention and qualitative data that shows its successful implementation.

This article stressed the importance of helping students to use digital tools to solve problems through activities and tasks in order to meet their individual learning needs.

Additionally, when dealing with a foreign language, these activities and tools guide students to experiment with the target language that lets the teacher guide and support this learning process. (Girón-García, 2015).

Another discussion is that this work is the synergy between literacy and technological skills as crucial issues in contemporary society. The researcher refers to technological skills as knowing how to select, organize and use the information to solve problems and handle new situations since we firmly believe that knowing how to read and write this information considered as the essential competencies needed for continuous and autonomous learning.

Also, Gómez, Pineda, and Marín (2012) explained that web-based distance education was an innovative modality of instruction in Colombia characterized by the separation of the teacher and learners where the encounters could be synchronous or asynchronous. Moreover, the use of

technological tools like online platforms like Moodle or Blackboard [provides](#) the student with the information need to conclude [their learning progress successfully](#).

Besides, students' autonomy development is crucial in this kind of learning scenarios. In this regard, the [researchers'](#) findings showed that students had different opinions about the course, [the](#) content and [the](#) objectives, [the](#) level of difficulty, the time students invested in the course, and the role of the teacher. [All these shreds of evidence showed students had expectations related to traditional learning contexts](#).

Hannay and Newvine (2006) [in their study compared](#) distance learning and traditional learning, they found that the participants in distance learning courses preferred those courses because they had other commitments that limited their ability to take classes in the traditional format, another advantage is that they saved time and money.

[Accordingly, with this theoretical revision, different findings invited to continue researching in this new trending: distance programs, due to, there are huge gaps between the theory and the practice. Also, it is necessary to understand the situations that Colombian students faced when studying through technology as a way to explore a massive concern about how they face challenges learning a foreign language in a distance setting](#).

In general, all these research reports provide different insights to analyze how students' [learning experiences](#) and [digital literacy shape in a distance setting](#). This reflection provides an enriched path to analyze and comprehend the research intention in this research report. So, it is possible to focus on technological issues presented in this kind of setting, but also how academic, personal issues and technical issues influence the students' learning process, other proposals

focused on aspects like the context, language, and culture which had a significant influence in a distance language course.

However, this research proposal is distinctive, due to, it will focus on how students' beliefs about digital literacy influence on digital language learning in an EFL education course. Thus, it is an exploratory case study that lets the researcher analyze the students' online participation and how those processes influence their learning process.

### **Theoretical Framework**

This section deals with the theoretical background of the present study, which includes the following three primary constructs: beliefs about Digital literacy, Digital Language Learning, and EFL distance learning.

#### **Beliefs.**

In this research proposal beliefs are seen as an action to uncover unusual situations in social research leading potentially to the action through the process of reflection that depends on the internal factors like the person's situation, experience, and interaction with the environment; beliefs can be defined as what we think about something in particular based on personal reflections through experience.

Rokeach (1968) defines a belief system as a set of mental representations that are not necessarily logical that give the reason of physical and social reality. This author stated that once beliefs are 'more central,' they will resist the change. He connected the term 'central' with



'connectedness', the more a given belief is functionally connected, or in communication with other beliefs, the more implications and consequences it has for other beliefs and, therefore, the more central the belief is (p. 5).

This author proposed four assumptions that form a set of priority for the perceived importance of a belief, (a) beliefs touching on an individual identity or self are more connected, (b) beliefs one share with others, (c) beliefs learn by direct encounter with the belief object and (d) there are beliefs about the matter of taste, and these are arbitrary, less central and have fewer connections.

Furthermore, Pajares (1992) conceives beliefs as a set of attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual system, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, and so on. (p. 309).

Breen (2001) states that students have beliefs that bring with them to the learning situation work as **crucial** factors in the learning process and ultimate success, for example, foreign language students may work under some strong beliefs about the nature of language learning while they interact in a different setting as it is the digital content on the Moodle platform.

White (1999) claimed that beliefs help individuals to define and understand the world and themselves, and as such have an adaptive function (Abelson, 1979; Lewis, 1990); beliefs are central in defining how students make decisions to solve tasks and to play a critical role in

defining behavior (Bandura, 1986; Nespore, 1987; Schommer, 1990). So, the belief systems help students to adapt to new environments such as the usage of technology as a medium for the learning experience defining what they expect in the learning experience how participants understand it in this distance setting.

### ***Beliefs about technology.***

There is a relationship existing between beliefs and technology since the successful implementation of new technologies in education is highly influenced by the system of beliefs held by the participants. Hernández and Benavides et al (2013). For this reason, beliefs about distance English learning play a vital role in reflecting upon how students face challenges and difficulties in a virtual environment learning this foreign language at a private Colombian university.

This relationship between beliefs and technology determines whether the implementation of technology in university programs is successful because of the system of beliefs held by the participants. (Hernandez, 2013. p. 89) Students' beliefs about their digital literacy experience appear to shape their success in their learning goals. For that reason, student beliefs in this field can shape essential decisions about how this learning process moves forward.

Few studies have dealt with the underlying beliefs that students have in an English distance course that might advance or frustrate the adoption of technology to foster or decrease their distance language learning process. As this is an exploratory case study, this research proposal does not intend to be blunt in regards to how students' learning process takes place in

distance settings. Instead, this proposal seeks to explore and describe how students' beliefs shape their distance setting.

### ***Beliefs about Digital Literacy.***

Moreno (2016), in her research paper, concluded that students reproduce themselves through pictures, posts, and comments in their online learner community. She also found out that digital literacy experience implicates linguistic codes and the symbolic resources, offered to multilingual learners to discover who they are and their relationship to the world.

### **Digital Literacy.**

As this is a concept has different ways to be understood, it was considered necessary to establish what the most representatives' authors say about it.

<b>Author</b>	<b>Summary of Salient Points</b>
Hiller, Casey and Shea (2018)	<ul style="list-style-type: none"> <li>Students locate, re-create and communicate digital content in productive and ethical ways.</li> </ul>
Ainley, Schulz and Fraillon (2016)	<ul style="list-style-type: none"> <li>Digital literacy and digital competence are considered as a term often used interchangeably.</li> </ul>
Ala-Mutka (2011)	<ul style="list-style-type: none"> <li>Emergent literacy from other literacies and, as such, is greater than the sum of other literacies.</li> </ul>
Fantin and Girardello (2008)	<ul style="list-style-type: none"> <li>They focus on the term 'dual literacy' the functional and the digital.</li> </ul>

Lev (2007)	<ul style="list-style-type: none"> <li>• Users require to combine knowledge by integrating sounds and moving images, oral and written language, as well as 3d objects, by understanding their specific affordances, users and constraints.</li> </ul>
European Commission (2006)	<ul style="list-style-type: none"> <li>• Separated the term digital and literacy.</li> </ul>
Carrington (2005)	<ul style="list-style-type: none"> <li>• Involves the transition of text from being printed to a new form of literacy (digitally-mediated). It is a mixture of technical support alongside cognitive, emotional, and social skills.</li> </ul>
Alkali and Amichai-Hamburger (2004)	<ul style="list-style-type: none"> <li>• Stated five skills needed to be successful in Digital Literacy; (a) photo-visual; (b) reproduction, (c) branching; (d) information; (e) socio-emotional.</li> </ul>

Table 1. Authors' compilation about Digital Literacy, 2019 (Personal Collection)

The rapid developments in digital technologies led to fact that the digital literacy phenomenon is constantly being updated (table 1). Some authors position digital literacy as a practice-oriented skill integrated with digital abilities while other authors focus differences between digital competence and digital literacy in contemporary education. For this research report, the concept of digital literacy is an opportunity that students have to interact with the digital content on the Moodle platform, taking into account their learning experience in this EFL setting.

In this sense, it is pertinent to interpret how students perceive their digital literacy experiences through their distance English course in the Moodle Platform. Notably, teachers need to know how to help students locate, re-create, and communicate digital content in

productive and ethical ways (Hiller, Casey, and Shea, 2018). So, it is to identify what elements students use or observe from the Moodle Platform, then how students '*re-create*' that digital content and what ways students use to communicate that digital content. The rapid development of technologies in the digital era presents individuals in the emerging information society with situations that require them to employ different cognitive and social skills to perform and solve problems in the digital environment.

Digital literacy is a combination of technical, procedural, cognitive, and social skills. For example, effective communication in the forum is the adequate utilization of specific social and emotional skills. Therefore, researchers as Walker (2015) claim the terms 'digital literacy' and 'digital competence' are different, explaining that it is not the same to say 'I am not a computer literate' that saying 'I do not know how to use a computer or any other digital device' (p. 52).

Also, Hague and Payton (2010) define digital literacy as the ability to make, represent and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies support these processes. In other words, the task of creating/ developing content and argument is a cognitive process that requires domain knowledge and clear thinking rather than understanding how to use digital technology.

As the use of ICT and digital tools continues to grow, Walker and White (2015) revealed a model design based on Canale and Swain's (1980) model of linguistic competence. The current model of digital competence demonstrates a wide range of linguistic capabilities, in addition to digital knowledge and experience. This current model is essential for diagnosing, understanding,

and repairing the digital needs of the learners.

Digital literacy focuses on the factors and the processes about students' experiences in their English distance course based on the participants' insights and observations. These factors and processes let unveil how individuals socialized into the distance learning environment bearing in mind individual attributes, the learning environment, and personal circumstances. Hence, learners' beliefs about their digital literacy experience represent an insider's perspective, that is how learners conceive their experience in their distance language learning, and the knowledge and beliefs they develop concerning that experience (Garrison, 2003).

According to Fantin and Girardello (2008) referred digital literacy as dual, the digital, and the functional, seeing the last one as a social function of writing and learning to read and write as a form of representation, more than as a simple acquisition of an alphabetic code. The word literacy '*letramento*' is used to emphasize the social function of language. From this perspective, literacy is a condition that the individual acquires in virtue not only of knowing how to read and write, but of having appropriated the social dimension of writing, incorporating it into their lives, and transforming oneself.

Soares (2002) uses the term 'literacies' in the plural, recognizing that different writing technologies create and require different literacies. In this sense, students who are learning a foreign language in distance settings are experimenting through different literacies; this research proposal intends to reveal them through students' beliefs as a starting process to re-create and re-locate their learning process. Also, Bourelle, Clark-Oates, Potter, and Breanne. (2019) made emphasis on multimodal literacy in the field of composition to refine how to use online writing

in an academic context. Those findings focus on elements of design incorporating images and graphical elements into text intended for screens as well as printed pages allowing technology to shape written productions connected with the digital literacy process regarding how students can recreate and communicate digital content.

Some scholars even broaden this concept of multiliteracies to include the audiovisual and digital grammars that involve a certain level of understanding of reading and production in all these dimensions. There is an interesting aspect in this notion of multiliteracies, which is the need that we have today to circulate in other types of representation of reality that transcend writing and involve the visual, musical, corporal, digital, and other forms of representation. It is essential to work with these dimensions in a transdisciplinary manner, with an emphasis on circulation, interaction, literary and cultural literacy.

These resources include a visual, a sound, and a word, a movement, and animation, spatial dimensions that achieve an effect in texts and also changed ways of reconstructing and renegotiating students' beliefs. In this way, multiliteracies are more inclusive, more egalitarian, and more receptive to human necessities, interests, and gratifications.

Cope and Kalantzis (2000) refer to multiliteracies as a different way that a community of online learners can represent themselves, bearing in mind the new demands that the distance setting and the opportunity to interact with digital content give to them. [These differences give](#) them new demands in these changing public scenarios like the Moodle Platform.

Also, this proposal agrees with the idea that multiliteracies describe the [different](#) rules of reading and writing, taking into accounts the new kind of texts that comprise other types of

media such as image, voice, and movement. Medina, Ramirez, and Calvino (2015) suggest that multiliteracies and digital tools are appropriate for rewriting or changing ourselves and our community's realities. The authors highlight the necessity to develop awareness about the nature of literacy as social, situated, multimodal, and transformative.

### **EFL Distance education course.**

In this research report, it is necessary to differentiate the concepts 'distance' and 'online.' Distance learning refers to the teaching-learning arrangement in which the learner and teacher are separated by geography all the time (Williams, Paprock and Covington, 1999). It means that learners can study flexibly in their own time, at the same space of their choice, and without requiring face to face contact with a teacher.

The Advisory Committee for Online Learning stated that the focus 'must be the quality of the learning experience' (2000: 28), and care and understanding are required to ensure such experiences. Hence, to set this goal, online learning has been using different kinds of online conferencing, such as messenger, email, chat, and online forums. Those research reports focused on the students' geographical localization and their learning experiences in this distance setting.

As the focus of this research proposal is on students' beliefs, White (2003) prioritizes the concept of the '*learner-context interface*' (p. 86), the author places the individual's learning capacity to construct an effective interface with the target language. In this proposal, the learning environment is the Moodle Platform, where students interact with the digital content. So, there



must be a [functional](#) interface between each learner and his or her learning context to make crucible distance language learning.

The notion of the learner-context interface and its role in the distance learning process originates from learners' reflections and perspectives on the meaning of distance language learning and its unique characteristics. As learners' experiences are the cornerstone in this research proposal, three dimensions of the interface-based framework will have [individual](#) attention (a) language learner, (b) context, (c) interface.

According to Tudor (2001), language learning is something '*we do not see.*' It is a mental process, and there is not a direct or tangible manner [of observing](#) it. So, Tudor implemented the term 'students' rationalities' of language learning, which may include individual rationalities or rationalities shared by a [more significant](#) number of students. An understanding of students' rationalities is necessary for effective teaching depends crucially on teachers being able to tune in to the meaning which language learning has for their students both as individuals and members of a learning group.

While these rationalities were diverse, they centered on the notion of a learner context interface, the hallmark of which is a belief in the primacy of the unique dynamic established between the learner and context in the process of self-instruction (White, 2003). Besides, Hurd (2001) argues that in order to be able to succeed in the distance context 'the distance learner work, but also learn the skill of assessing personal learning needs, including strengths and weaknesses, and have some idea of how to address them and monitor their progress.

[In this sense, students are not merely language learners, they are all individuals, who](#)

have their personal history, and life goals, and his or her own experience of education in general and possibly of language learning in particular. These factors combine to influence students' attitudes to the process of language learning itself and also how they define the goals of learning.

Weden (1987) and Willing (1988) conducted a study on rationality in language learning. They stated that these rationalities might not be explicitly formulated in the way we find in writing on methodology or in the official policy statements; nonetheless, it influences the meaning which classroom learning activities assume for students. Therefore there is a disconnection between the official policies and how teachers react in class.

Each of our students will thus have his or her perspectives on language teaching and learning. Besides, to this, there may also be rationalities, which are shared by a more significant number of students. In this way, a group personality emerges in addition to the personalities of each individual. These shared beliefs and attitudes may not have to root in the cultural background of the students concerned or may emerge from the interpersonal dynamics of a given class group.

White (2003) takes the concept of students' rationalities of language learning from Tutor (2001) to explain that there could be individual and group rationalities by a larger group of students. It is relevant to explain students' rationalities an adequate understanding in a distance language course depends on how well the distance language course meets needs, concerns, and students' rationalities. This analysis of students' rationalities reflects the views distance language learners hold about the learning process. Furthermore, students' rationalities are connected with their beliefs in the unique dynamic established between the learner and the context in the process

of self-instruction.

According to Garrison (2009), there are many technological invested that can be used in [online learning](#) as it is the catalyst for instructional designs where learners can remain engaged over time and space (p. 93). This author also states that online learning approaches have been associated with collaborative constructivist views of learning. These alternatives bring opportunities to the students to connect with a new language learning environment.

It is not necessarily true that students connect in collaborative learning environments, so it is necessary to rethink the potential and possibilities that [online](#) learning can provide through better constructed instructional designs connected to emerging communication technology. This statement focuses on how technology context influences language learning through a [techno-pedagogical](#) design in a Learning Management System (LMS), that is where the course took place.

According to Hernandez (2013), the current 'learning platform' (p. 64) is the result of a series of improvements that allow researchers to analyze and reflect upon several aspects and their functionality to the learners. Barajas (2003) affirms that for higher education, there are different combinations between multimedia facilities to enhance the learning process. So, virtual environments for learning are a set of opportunities that the students have to interact with learning activities and the technological facilities.

In this research report, participants in the distance English course are a community where digital content is designed with the intention that students can learn a foreign language in which there are [precise](#) functions such as pedagogical, technological, and social. According to Food and

Agriculture Organization of the United Nations [FAO] (2001), learning management systems (LMS) provides learning and content management where technological tools are established and managed in order to achieve specific learning goals with the proper pedagogical and technical interventions required.

White (2005); Kid, Morris, and Lonnie (2017); Smaldino, Russell, Heinich, and Molenda (2004) and governmental institutions like FAO (2011), agree that course design in any discipline is the result of a pedagogical decision that the tutor makes including learning theories, teaching methods, and the various stakeholders' necessities or requirements involved in the teaching and learning process.

Decisions in an EFL distance education course depend on the institution nature, the learning nature of the course, the syllabus, the students' necessities; in this setting, for example, as this intuition is a catholic university, the syllabus contains the learning methodology implemented by Santo Tomas de Aquino. Also, the course mentions the students' needs and the path that learners must take to approve each English course.

Moodle is an acronym for "Modular Object-Oriented Dynamic Learning Environment". It is an online educational platform that provides new learning environments for students. Teachers can use Moodle to create lessons, manage courses, and interact with their students. Students can use Moodle to review the activities calendar, submit assignments, take quizzes, and interact with their classmates.

The context where the research took place was through a learning management system (LMS). This digital tool is a Modular Object-Oriented Dynamic Learning Environment; Moodle

is a free and open-source e-learning software platform. These e-learning tools allow students to continue learning in their peace and rate, providing new learning environments. For this research report, Moodle and the online platform are the same. Teachers can use this LMS to create and manage virtual classrooms in which students can access videos, documents, and online tests. Course chat allows students to communicate with the teacher and other students in a secure environment.

### **Chapter 3 Methodology**

This section deals with the methodology as a plan to develop this research proposal, this chapter describes the research paradigm and the research approach which is qualitative and descriptive. Then, it presents a description of the context, some important aspects about this Colombian university and the setting where the research took place. Also, it provides an account of the instruments used for data collection and describes the procedures carried out to gather data. Finally, there is mention about the stages to analyze data and the procedures implemented during the research process.

#### **Research Design**

According to Hatch (2002) this research study follows a constructivist model “which assumes a world in which universal, absolute realities are unknowable, and the objects of inquiry are individual perspectives or constructions of reality” (p. 153). Realities are

apprehending able in the form of abstract mental constructions that are experientially based, local, and specific (Guba and Lincoln, 1994). It follows that individual constructions of reality compose the knowledge of interest to constructivist researchers.

They assert that “knowledge is symbolically constructed and not objective; that understandings of the world are based on conventions; that truth is, in fact, what we agree it is” (Hatch, 1985, p. 161). Hermeneutic principles are used to guide researchers' interpretive constructions of participant perspectives (Guba and Lincoln, 1994). The definition, characteristics and reasons that support this research methodology are explained as follows:

### **Research Paradigm**

Seliger and Shohamy (1989) stated that through the synthetic and analytic approach, it is possible to explore the effects of the foreign language through the role of the social environment and the interaction of the individual with a particular setting. This research proposal has the intention to explore how students' beliefs about their digital literacy experiences influence their EFL distance education course.

In this sense, this paradigm lets explore and describe how through affective variables as it is, in this case, learners' beliefs which have their origins in the personal experiences of learners where these take place.

## **Research Approach**

The methodological approach of this study is qualitative. According to Denzin and Lincoln (2005) define “as a situated activity that locates the observer in the world and that consists of a set of interpretive material practices that make the world visible” (p.3). The practices that transform the world into a series of representations that describe routines and problematic moments and meaning in individuals' lives.

Hancock, Ockleford, and Windridge (2009) state that qualitative research attempts to understand the way we are in our social world. These authors claim that “there are not objective observations, only observations socially situated between the observer and the observed” (p.19).

Creswell (2003) stated, “the final report or presentation includes the voices of the participants, the reflexivity of the researcher and a complex description and interpretation of the problem, and it extends the literature or signals a call for a change” (p.25). This reflection summarizes the intention to explore students' beliefs about their digital literacy experiences and how this influences their distance setting.

## **Type of Study**

This research report follows a single case study design. According to Merriam (1988), Yin (2009) and Duff (2008) case study seeks to investigate a contextualized contemporary phenomenon with specified boundaries. Also, this research proposal follows a case study

because the research question focuses on 'how' a social phenomenon works, how students' beliefs about their digital literacy experiences influence their EFL distance education course. So, the answer to this question requires an extensive and 'in-depth' description of this social phenomenon (p. 4).

Therefore, this case study encourages exploration of a contemporary phenomenon within its real-life context, due to, it focuses on [the objective mentioned above](#). To draw and validate initial conclusions, the researcher goes back to the collected data to analyze over again information, narrowing its focus (Duff, 2008).

Ten students participated in the exploratory case study. The research described their voices related to the object of study of this research project. This type of study provides elements about to explore and to investigate participants' voices experiences about foreign language in a distance setting.

## **Setting**

The setting in this research was at a private Colombian university, and it took place while students participated in the second English distance course and subsequently, the third English distance course. In the second English course, students participated in a diagnostic phase. The diagnostic phase identified the problem; then, the research question emerged. The study continued with the students that approved English 2 and participated in English 3. In this phase, the researcher implemented three instruments to collect data.



Each English distance course has a teacher who leads the teaching process in English III has the support of 22 regional teachers located in the different universities' headquarters. In this sense, along with the third English level and according to [the](#) syllabus of this course, students must develop the skills typical of the levels A1 and A2 from the European framework of reference focused on reading and writing abilities, which will allow them to understand and make use of daily [expressions used in simple sentences](#).

Besides, the course goals are to develop reading and writing skills to introduce them and others, to comprehend personal questions about where they live, their interests and routines; being capable [of understanding short and straightforward texts](#); managing to establish simple interactions, always with the support of the teacher and managing to produce simple texts through simple sentences.

As this is an exploratory case study, it is mandatory to carefully describe this context to give sense to the participants' voices when the researcher analyzes the data. For doing that, the researcher describes the Learning Management System and the syllabus course. In this sense, Hernández (2013) proposes six useful aspects to analyze the Moodle Platform where the English course is situated, and the following is the general description of this English course, here the reader can find the theoretical aspects taken into account to describe the Moodle platform:

*Aims:* All tasks contain a section showing the aim to accomplish after completing the proposed tasks and activities; then, the researcher identified the clearness,

appropriateness, and motivation to establish the expected language learning goals in the course.

*Instructions:* There is guidance along the learning process, especially when there is a virtual tutor (national teacher) who helps students carry out the activities; therefore, identifying the instructions is vital to describe how students participate through autonomous learning. The observation format explores whether the instructions are clear, appropriate, enough to solve the task and if these instructions followed an adequate sequenced; *activities:* The observation format lets identify activities promote individual learning through videos and video conferences; *assessment:* There is no information about it in the platform; *content:* the content is relevant for professional development and provides opportunities for autonomous learning; *interaction:* Identify how the activities on the Moodle platform are well functioning while students interact with them. These factors guided the structure and description of the virtual room.



Figure 1. English distance course, 2019

Once the student access to the platform, s/he can see eight different icons:

1. The course name 'Inglés Transversal 3.'
2. The schedule for the different activities proposed during the course
3. A communication board where students can ask all the academic questions, they could have during the process
4. The course reviews. In this site, students have access to the main learning question for the whole course: *¿Cómo a través de las estrategias de aprendizaje implementadas en inglés transversal 3, los estudiantes de la VUAD pueden fortalecer las competencias de lectoescritura en lengua extranjera Inglés para contribuir a su formación integral?* This

is the language learning goal objective of the course. In this site, students have access to the course syllabus ([Virtual Course, 2019](#)).

On the same site, students have access to two videos that explain how to navigate the LMS, where they can find different suggested content for studying and so on. Also, students can find some information about the teacher who leads the process in English 3. Later, students take a quiz to verify how much they understood [concerning](#) the steps [to](#) navigate the Moodle platform. [In the](#) last part [of](#) this section, students can read the exams' feedback and the grades obtained in both exams of the English course. Then, students can access another window where they can access the online tutoring sessions and the recorded videos in case, they cannot participate in those. In the next window, there is a site where students have access to different sources like online library and psychology guidance.

Finally, students have access to the three learning modules. In each learning module, students can download a PDF file with the explanations of the different topics of the course to read offline; then, there is an online tool called 'lessons,' these are learning digital content for students to practice the topics proposed in the course. So, there are different videos and online activities where students [can](#) fill gaps, answer questions, and complete sentences to verify if they understood or not the explanations given through the videos. Once students practice with the study material, they go to the evaluation section where students solve an online activity denominated workbook and take an online test denominated integrated skill assessment.

Finally, the syllabus provides language learning goals, activities, assessment, content, instructions, and interaction (Hernández, 2013).

Feature	LMS and Syllabus course
Aims	<p>In the syllabus, the language learning objective focuses on increasing reading and writing (lectoescritura) skill in an EFL using pedagogical apps and teacher guidance for students to have an integral formation through an autonomous process that helps them to be better professionals that can solve situations in their Colombian regions (where they live). To achieve the main objective, students must identify and describe different places and traditional dishes through short writing texts. Also, students must recognize being autonomous, being punctual, being ethical and respectful in this learning process. Also, the syllabus mention that this English course is for students at the Education Faculty &amp; Science and Technology Faculty.</p> <p>The Moodle platform host the syllabus, where students can read the language learning goals.</p> <p>The syllabus describes six competencias for students to learn:</p> <ol style="list-style-type: none"> <li>1. Usa los medios y las mediaciones del espacio académico de forma apropiada.</li> <li>2. Comprende información sobre lugares, tradiciones propias de las regiones y los describe utilizando estructuras y vocabulario apropiadas.</li> <li>3. Lee y escribe comprensivamente textos cortos sobre lugares como países, ciudades, barrios, etc., teniendo en cuenta las diferentes estrategias de lectura.</li> <li>4. Realiza comparaciones y descripciones de diferentes lugares geográficos y establece relaciones entre su gente, su comida típica y tradiciones, haciendo uso del vocabulario y las estructuras apropiadas.</li> <li>5. Lee y escribe comprensivamente textos cortos sobre comida típica de lugares específicos teniendo en cuenta las diferentes estrategias de lectura.</li> <li>6. Comprende, relaciona y hace uso de las temáticas trabajadas con sus experiencias teniendo en cuenta el vocabulario y estructuras gramaticales estudiadas. (Syllabus, 2019)</li> </ol> <p>For each competence, the syllabus shows the content focused on vocabulary, the didactic strategies where mention all the resources on the LMS. Finally, the strategies to evaluate the students (estrategias evaluativas) all the resources host on the LMS, the tutoring sessions and two face to face exams.</p>

Instructions	<p>The LMS platform provides all the instructions for the students to access to it. There is a section called course overview, in this section there are two videos, the first one explains how to access to the digital content, the second video explains the percentages that each activity has and the available time that each student has for doing them.</p> <p>The syllabus does not describe the order that activities on the LMS platform must have.</p>
Activities	<p>The LMS platform mentions something called 'Ruta de Aprendizaje'. There are three different links to access to the learning Module. Once you access one of these modules, each one has three important activities. The first one contains different videos called lessons where the students can study with the material. Then students access an online resource, workbook, where students can practice with different questions about the videos they have already watched. Finally, there is an online test.</p> <p>At the top of the web page, there is a schedule with the available time for each one of the activities aforementioned.</p>
Assessment	<p>The syllabus has the evaluation criteria. It focuses on the workbook, the online test, and the two face to face exams.</p> <p>The syllabus does not explore whether assessment activities are promoting reflection, or how appropriate are set according to the established goals.</p>
Content	<p>There is no evidence whether the content is relevant for professional development and provides opportunities for autonomous learning.</p>
Interaction	<p>The activities on the LMS platform are well functioning. Also, students can interact with their teacher through the video conferences. or send their doubts via email.</p>

Table 2. LMS Platform and Syllabus course, 2019 (Personal Collection)

Once the researcher described the characteristics of this LMS, including the concepts proposed by Hernandez (2013), it is easier to understand the students' responses during the data analysis.

## Participants and sampling

The participants in English III are 456 students that made use of the LMS. There was one teacher in Bogotá who led the teaching process and administered the platform. It means that the teacher was in charge of organizing all the content presented on the LMS. These duties included reading material and online tests.

In the diagnostic phase, the researcher applied a demographic questionnaire to the students as the first instrument. The questionnaire has four parts: (a) personal information ( age, race, gender, place of residence); (b) academic experience ( private, public or rural school in secondary or in a conflict zone); (c) ICT experience (prior training, online resources used in their daily activities) and (d) their experience in their distance course in English 2 one hundred fifteen students answered the questionnaire.

### 2. Seleccione su rango de edad

115 respuestas

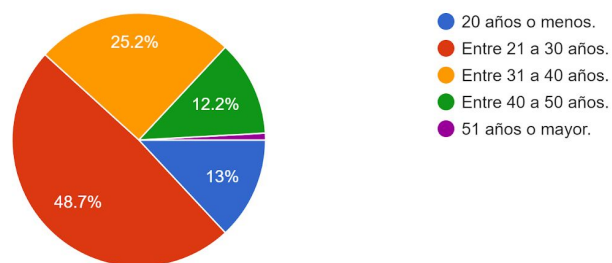
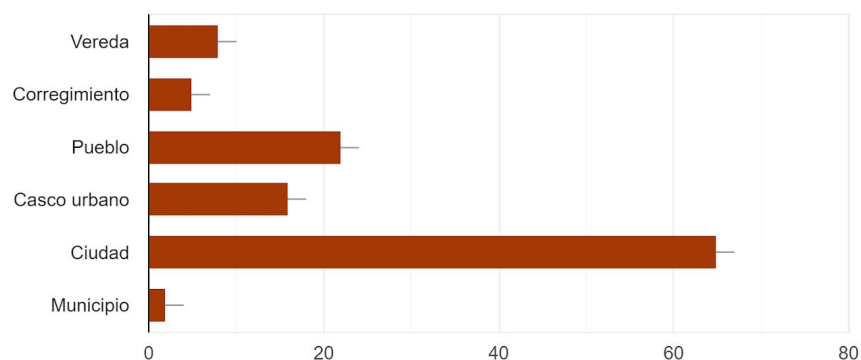


Figure 2. Students' ages, 2018 (Personal collection)

In the first part, the information collected evidence that most of students are adults and their ages are between 21 to 40 years old. (Figure 2)

8. Teniendo en cuenta su respuesta anterior, indique si su lugar de residencia se encuentra en

115 respuestas



**Figure 3.** Students' locations, 2018 (Personal collection)

Also, 53 of 115 students live in a rural area, and any of these 53 students can attend a face to face session. It means that 43.5% of the whole population is affected by this situation. (Figure 3). To characterize the students' population, the researcher implemented a questionnaire in the English 2 course. One hundred fifteen students answered this questionnaire allowing the researcher to identify common characteristics and to explore participants' prior ICT experience in their learning context, especially when they learn a foreign language in their distance English course.

This questionnaire showed that 53 students lived in rural areas (towns, *veredas*, *corregimientos*, *casco urbano* and *municipios*); fifty-three students studied in public schools;



Also, 23 students studied in a rural zone or conflict zone in Colombia; 19 students had any previous experience using technology for learning a foreign language. Most of the participants explained they did not have opportunities regarding ICT training in the regions they lived in, and 15 students did not understand the structure of the virtual platform.

To select the participants for the study, the researcher decided to take a convenience sample. In this sense, Cohen, Lawrence, and Morrison (2007) state that it involves choosing the nearest individuals to serve as respondents. So, in this research, sampling involves every individual in the population to have an equal chance of being selected as it does not seek to generalize on a broader population.

This research started with 456 participants, where 115 answered the demographic questionnaire. Then in English 3, from those 115, 58 participants continued. Then, ten students sent the consent form and participated in the online forum and sent the online questionnaire. S1 until S10 represents the participants' codification bearing in mind that each codification represented the same participant.

### **Researcher's Role**

The role played by the researcher has broad relevance for the development of the study. Groom and Littlemore (2011) suggest that non-participant observation requires the researcher to quietly observe what is going on in a particular situation, without being involved in the situation

herself or himself. This type of data collection strategy is particularly useful for projects that aim to find out how language teaching classrooms work.

An alternative approach is to collect descriptive data that can then be analyzed qualitatively at a later stage. This approach was taken by Matsumoto (2009) in a study of interaction patterns in Japanese university EFL classrooms. The main aim of Matsumoto's study was to investigate discrepancies between teachers' and students' views of classroom interaction and how these might be reconciled. She used a variety of qualitative research techniques besides classroom observation, some of which will be discussed later in this chapter, but classroom observation constituted the core of her study.

### **Data Collection Instruments and Procedures**

Duff (2008) and Yin (2009) affirm that to pursue answers to the research questions of a study, a [reliable](#) and appropriate plan is required. Instruments design, piloting, and implementation belong to the [data-gathering](#) phase of the plan. The instruments chosen to collect data in this study are five: an observation format characterizing the Virtual platform, an observation format about the course syllabus, a systematized online forum in an Excel file, a systematized online questionnaire in an Excel file and the transcriptions of two video conferences in a Word file.

[This research stage based on three steps](#) carried out to collect data to accomplish the achievements proposed. The first step was to characterize the virtual platform and to revise the syllabus to describe the language learning objectives of the online English course, but also to

describe the content and structure that the course has like instructions, activities, assessment, content and, communication channels available.

The second step consisted of piloting the questions for the inline forum and the online questionnaire. For doing so, the researcher implemented the online forum in the same population, but with a different sample, during the piloting stage, the researcher sent the questionnaire to two different teachers that taught this English course; then the researcher invited some students from Bogotá that studied in the same course, and they were not part of the sample to answer the questionnaire. It was necessary to implement many changes, due to; students did not understand clearly the questions presented in a digital format.

Once the researcher implemented all the modifications that both instruments needed, the researcher sent them for participants to answer then, the researcher observed and transcribed two video conferences recorded on the virtual platform. The third step consisted of systematizing and categorizing all the information collected through color-coding following the parameters proposed in content analysis; the researcher used three instruments:

### **Online Forum.**

It is an online tool to provide learners the opportunity to participate in their online environment. Oliveira and Rodriguez (2009) stated that through online forums (figure 2) it is possible to evidence linguistic and discourse elements often used by interlocutors when they are virtually communicating with their peers, like, for instance, emoticons, interjections, punctuation, capital letters, and so forth.

According to these authors, it is possible to comprise a myriad of hybridized generic elements frequently perceived in the linguistic and discursive choices their users make. This instrument aims to get insights about students' beliefs and their digital literacy experience in their distance language course. For doing so, the researcher proposed four topics to design each question (a) student English learning experience in a distance setting, (b) learning experience in the place where they live, (c) learning objectives and digital tools, (d) Academic inquiries.

The first question has the intention to ask students about their learning experience in a distance context. The second question focuses on asking how the place where they live influence their learning process. The third question has the intention to identify students' beliefs about their learning goals in the English course, but also, to ask them about the digital tools that they use to learn English. The last question focuses on asking what they do when they have academic questions about the course.

### **Online Questionnaire.**

It is an online tool to provide learners the opportunity to participate in their online environment. Oliveira and Rodriguez (2009) stated that through online forums (figure 2), it is possible to evidence linguistic and discourse elements often used by interlocutors when they are virtually communicating with their peers, like, for instance, emoticons, interjections, punctuation, and capital letters.

According to these authors, it is possible to comprise a myriad of hybridized generic elements frequently perceived in the linguistic and discursive choices their users make. This

instrument aims to get insights about students' beliefs and their digital literacy experience in their distance language course. For doing so, the researcher proposed four topics to design each question (a) student English learning experience in a distance setting, (b) learning experience in the place where they live, (c) learning objectives and digital tools, (d) Academic inquiries.

The first question has the intention to ask students about their learning experience in a distance context. The second question focuses on asking how the place where they live influence their learning process. The third question has the intention to identify students' beliefs about their learning goals in the English course, but also, to ask them about the digital tools that they use to learn English. The last question focuses on asking what they do when they have academic questions about the course.

### **Video conferences.**

Garrison and Anderson (2003) stated that the collaborative potential of Computer-Mediated Communications (CMC) for learning through conferences technologies. This learning application lets students communicate in synchronous (video) or asynchronously (emails or chat).

This instrument aims to obtain as many descriptions as possible from student's beliefs and interactions through two video conferences. For doing so, the researcher observed and transcribed all the interactions in the first and the last video conferences. It was 180 minutes of recordings transcribed. To organize data, the researcher organized in a word file three columns, in the first one wrote the name of each participant, in the second column wrote all the utterances

and used conventions to represent the paralinguistic features. In the third column started writing notes for repeated actions or events.

According to Stepp-Granny (2002), the immediacy with communication between students in the same learning group and their teacher let the researcher observe the interactivity that they have with the digital content. This observation became one relevant aspect, due to; this contributes to answering the research question proposed in this study.

Furthermore, this study came from a post-positivist paradigm, so its ontology relies on the fact that reality exists. However, it is never fully apprehended, only approximated, the epistemology based on approximations of reality and the researcher as the principal data collection instrument; its methodology possesses rigorously defined qualitative methods and, the products are mostly descriptions based on content analysis (Hatch, 2002).

## Procedures

This section described the procedure followed in this single case study:

---

### August 2018 –November 2019

**Context:** There are 450 students in a distance English course. They are taking English 2.

**Diagnosis Phase:** (a)Excel file with systematized emails between the students and the teacher (August- October). (b)Matrix if the demographic questionnaire (October- November). (c) Semi-structure teacher's interview transcription (November).

2018-II  
August  
Decemb  
er

**Problem:** Students face difficulties to interact with the digital content.

**Research question:** How do the students' beliefs about their digital literacy experiences influence on their EFL distance education course at a Colombian private university?

**Research objective:** To describe how students' beliefs about digital literacy experiences, influence on their EFL distance education course at a Colombian private university.

**Gap:** The relationship between their beliefs about digital literacy experiences and what they do in the online platform.

**Context:** 10 participants in a distance English course. They continued from English 2 to English 3.

Instrument Objective	Instrument
To get insights about students' beliefs on digital literacy experiences in their distance EFL education course.	Systematization in an excel file of one online forum. (April-May)
To get insights about students' beliefs on digital literacy experiences in their EFL distance course.	Matrix in an excel file of an online questionnaire. (May) Transcriptions in a word file of two video conferences.
To obtain descriptions about their digital language learning features through six important aspects in this distance setting. (Hernández, 2013)	Conference February 1st Conference May 2nd Transcriptions (July – November)

---

Table 3. Chain of evidence, 2019 (Personal collection)

According to Yin (2009), Bassey (1999), and Duff (2008), this proposal is an exploratory case study as it intends to relate how students' digital literacy experiences influence their digital language learning process answering the question 'how.' As every research is a creative activity and every inquiry as to its character, without forgetting this systematic process, the researcher implemented seven stages; the first stage in this research proposal started in August 2018.

The researcher implemented a diagnostic phase to identify possible issues and inconveniences that students in this English distance course could have. So, the researcher

systematized for two months, the academic questions that students sent to the teacher during the second semester in 2018; then, students received a demographic questionnaire; finally, the researcher interviewed the teacher. Once these data were systematized, the researcher found out that students' evidence difficulties to interact with the digital content in the LMS.

At this stage, the research question emerged, asking about how the students' beliefs about digital literacy experiences influence their EFL distance education course at a Colombian private university. In the second stage, the researcher sent an online survey informing the students about the study and asking for their permission to collect data in terms of legal, ethical, and scientific standards.

The third stage took place between February and September, where data were collected and systematized. So, the researcher systematized the online forum and the questionnaire and transcribed the two video conferences. The documents were read and reread to triangulate data. For doing this, the researcher focused on students' EFL beliefs about their digital literacy experiences about comments on digital content and digital context; language interaction; interactivity with the content, online interactions between the participants.

Then, in the Moodle Platform characterization and the course syllabus, an observation format was designed to identify language learning goals, activities, assessment, content, instructions, and interaction (Hernández, 2013). In the fourth stage, there were generated and tasted analytical statements, which are three, (a) students' beliefs, (b) Digital Literacy experiences, and (c) distance EFL education course. In the fifth stage, the researcher contrasted the units of analysis with the data collected to analyze and explain the answers to the research



question. Finally, the researcher wrote the case report, and finally, the researcher wrote descriptive writing. Furthermore, this research process implemented four conditions related to quality design were part of this methodological process to give to this single case study the criteria to judge its design:

**Construct validity.**

The researcher wrote and systematized the transcriptions and data provided by the participants as close to the original as possible. Besides, the researcher used five sources of evidence; the first one is the characterization of the virtual platform, which followed the parameters established by Hernandez (2013) in a conducted research to identify main features in an EFL Moodle platform, this study took place at Distrital University in Bogotá, Colombia. The observation format designed followed the features proposed in the study aforementioned, focusing on the two-unit of analysis previously mentioned.

The second instrument is the analysis of the course syllabus, which followed the same parameter implemented in the virtual room (Moodle platform). The third and fourth instruments focused on asking the students about their beliefs on their digital literacy and features of the distance in EFL education course experiences. The fifth instrument focused on observing and transcribing all the written and spoken participation in two video conferences. So, the researcher established a chain of evidence.

**Internal validity.**

This validity is a single case study that explores how students' beliefs about digital literacy experiences led to their EFL setting. For doing it, the researcher established a chain of evidence.

There was a link between the research and the instruments' objectives.

The researcher implemented five different sources of data to guarantee that the data collected is reliable. There was an accurate description of the setting.

**External validity.**

As this is a single case study with three embedded units of analysis, the theoretical constructs and the organization of this research and its structure can be used in other research proposals.

**Reliability.**

This aspect represents the documentation for decisions made, data collection strategies, and the development of instruments or protocols. Duff (2008) discusses issues of *representation and legitimation* (p. 109). Bearing in mind that the researcher's role in this case study was a non-participant observer, the technique implemented to analyze all data was the observation. This technique seems to offer a more objective and direct view of information behavior, as interviews may need to employ indirect means of assessing information needs and information use. ( p. 177)

## **Chapter 4. Data Analysis and Findings**

This chapter presents the procedures carried out for the analysis of the data collected during the study. Also, the researcher discussed findings illustrating students' voices from data collected to construct a dialogue between the categories that emerged from the data and the theory.

### **Data Analysis Framework**

Yin (2009) and Duff (2008) agree on the necessity to use different sources of information to analyze data; so there is an accurate description of the case study implementing three instruments to collect data: (a) an online forum, (b) an online questionnaire, and (c) the transcriptions of two videoconferences. The objectives when designing these three instruments followed a communicative perspective allowing them to identify and describe the insights about participants' experiences in their discursive beliefs, but also in their interactions through the two video conferences, their beliefs in action (Kanno & Stuart, 2011).

Therefore, the content analytical approach proposed by Mayring (2014) provides a clearer path to analyze the data through Content Analysis, giving importance to the particular context of communication. This approach allows the researcher to describe the students' experiences about their Digital Literacy processes through a systematic technique. For doing so, the researcher systematized each instrument, the online forum, and the online questionnaire

organizing them in an Excel matrix and transcribing the two video conferences in a word file. (Mayring, 2000).

Considering that the starting point in this exploratory case study followed the deductive strategy proposed by Mayring (2014) the theoretical concepts guided the design of the instruments because it took into account prior theory that was subsequently compared with the data collected in the instruments, following this model the steps to analyze are:

**To define the phenomenon to be described.**

In this research report, the study focused on how students' beliefs about their digital literacy experiences influenced their EFL distance education course. This phenomenon guided the subsequent analysis.

**To identify units of analysis.**

In this stage, the prior categories emerged from the theoretical framework contrasting the theory with the prior categories that emerged from the data collected and analyzed. So, the units of analysis or the prior categories were six (a) students' beliefs, (b) digital context and digital content, (c) digital language interaction, (e) participants' interactions, and (f) EFL Teaching/ learning in a distance setting.

**To describe the logic linking from data to the propositions.**

Most of the participants' data collected were in their mother tongue because as the research question focuses on their beliefs and experiences, it was necessary to make sure they

could feel free to express and explain their opinions, and if the data had been collected in English, it would have been more difficult for participants to express clearly.

Once the researcher systematized the three instruments, then, she organized one chart for each question, for the online forum there were four different charts (four questions) and for the online questionnaire there were 6 charts (six different questions); each participant's response was reduced and its main idea was differentiated with a color to make easier the codification to categorize the findings.

Again, the researcher revised the three instruments to identify common aspects collected from the first two instruments. In this stage emerged different patterns or expressions used by the participants differentiating them with five different coding colors:

**Pink:** 'Comunicación,' 'socialized', 'aclarar dudas'

**Blue:** 'Algo falta,' 'acompañamiento,' 'dudas.'

**Yellow:** 'Oportunidad.'

**Green:** 'método', 'metodología', 'estrategia' 'conocimiento', 'herramientas', 'material de estudio', 'el material es bueno', 'videos', 'aprender'.

**Purple:** 'modem', 'internet'

**To describe the criteria for interpreting the findings.**

Once the researcher identified through color-coding six different groups of common words that helped to understand later the analysis Then, following Mayring's criteria (2014), to define categories from the deductive method designing three different charts.

The first criteria in each chart included the theory of the three different constructs taken from the research question, beliefs, digital literacy, and EFL distance education course, the words selected in the previous stage (color coding) were located in each one on the columns according to the meaning of such words for each one of the constructs.

The second criteria for each chart were the theoretical definition about beliefs, Digital literacy, and EFL distance education course, each construct can be understood in different ways then it was necessary to establish the theoretical position that the researcher followed with the purpose to place the key words previously identified following the adequate procedure. After the classification of the keywords, the third stage was to establish the coding rules; they are the rules the researcher must follow to select pieces of evidence. (Revise Appendix. G, H and I).

**To look for common patterns in the collected data.**

According to Mayring (2014), there must be an accurate description of the data and the development of categories to organize the specific topics (Table 4), and finally, the data were compared to see how far they fit or fail the expected prior categories. Then, the information was triangulated, identifying common patterns through the three instruments.

**To interpret data.**

According to Yin (2009), this case study needed to research the problem from different perspectives to provide more sophisticated and ideally more valid insights into observed or tacit linguistic behavior and knowledge. The three general analytic strategies to analyze data are (a) relying on theoretical prepositions, (b) thinking about rival explanations, and (c) developing a case description. Then, it was necessary to revise the codes that emerged, re-checking the category system by applying it to theory making use of the content-analytical criteria. For doing so, data was reduced and triangulated, bearing in mind that it was necessary to revise many times the analysis with the objectives and the research question.

**Categories of the Analysis**

The researcher organized the categories according to the research question implementing all the relevant information to the question and the reduction strategies explained in the data analysis framework. As a result of this analysis, there is one main category that describes the emerging beliefs of the unveiled participant's voices.

---

**Research Question**

How do the students' beliefs about their digital literacy experiences influence their EFL distance education course at a Colombian private university?

**Research objectives**

## General

- To describe the students' beliefs about their digital literacy experiences in their EFL distance education course at a Colombian private university.

## Specific

- To identify what students' beliefs, emerge on their digital literacy experiences within their EFL distance education course.
- To analyze how those beliefs influence in their EFL distance setting.

<b>Theory</b>	<b>Prior Categories</b>	<b>Final Category</b>
The students' beliefs about digital literacy experiences.	Students' beliefs	<ul style="list-style-type: none"> <li>• <b>Voices from the Distance.</b></li> </ul>
		<b>Sub-Category 1</b>
Digital Literacy	Digital Content and Digital context.	LMS as a Learning opportunity.
	Digital Language Interaction.	<b>Sub-Category 2</b>
	Ss – T interaction	Digital Literacy as an EFL learning Strategy.
	T- Ss interaction	<b>Sub-Category 2.1</b>
	Ss – Ss interaction	Digital Content as a learning process.
		<b>Sub-Category 2.2</b>
Distance EFL education course	EFL Teaching and learning in a distance setting	<b>Forms EFL writing:</b> 'Connecting through the distance'.
		<b>Sub-Category 3</b>
		<b>Issues</b> about students' satisfaction on their EFL distance education course

Table 4. List of Categories 2020 (Personal Collection)

**Voices from the Distance.**

Table 4 depicts the main category that unveils all the emergent beliefs that students have about their digital literacy experiences through their spoken and written voices as a result of the



stages followed during the content analysis process. In general, this exploratory case study described how students' beliefs about their digital literacy experiences influenced their EFL distance education course.

The first emergent belief describes how participants conceived their learning process through the LMS as a learning opportunity; they expressed that the distance course was a space where they had the option to become professionals and to have a better lifestyle independently of their place of residence.

The second emergent belief is the notion of digital literacy as a learning as a strategy; participants consider that the experience of interacting with the organization that distance English course provides, like videos, workbooks, and the three online tests, is a learning strategy. From this second emergent category, two subsidiary categories emerged too. The first one describes how participants conceive the digital content as a learning process when they observe the videos or answer any question from the platform; it is for them a learning process.

The second subsidiary category is the different forms of writing expressions like conveying meaning through emojis and their written participation through chats during the videoconferences. These written expressions let participants 'to connect through the distance'; this metaphor describes how social and cognitive skills emerge to evidence how participants re-locate and communicate digital content, their beliefs unveiled how writing is a transactional method (Moore, 1993).

Finally, the third sub-category described how participants' doubts, difficulties in understanding the digital content, and lack of participation during the course. These elements

reflect the notion of 'students' satisfaction' (p. 125) as a reflection about their learning process where they considered there were certain aspects in their online literacy learning process that influence them (Allen, Omiri, Cole, and Burrell, 2019).

***LMS as an EFL learning opportunity.***

This subcategory represents the students' emergent beliefs about the opportunity to study through their Learning Management System (LMS). Participants indicated that the notion of opportunity was the chance to have a better future independently of their place of residence. In the first instrument, the online forum, S9, considered that all students in the distance course had the same possibility to participate and learn with the material and tools that this course provided no matter where they live.

S6 En cuanto al aula no influye el aprendizaje a distancia ya que se brinda a todos los estudiantes sin importar su ubicación en el país las mismas herramientas y temas a tratar.

(Online Forum May 5th/2019. S10.Q2. Int. 1)

In this vein, the Ministry of Education in Colombia stated in 2015 that distance education is a solution for all people who cannot access pedagogical, scientific, and technician programs. Furthermore, some educational institutions provide people who live in Colombian rural areas the possibility to access these distance programs; otherwise, this population faced difficulties accessing universities due to their geographical location, finding almost impossible to access to them. (Ministry of Education, 2015).

Another crucial aspect in this first subcategory is the notion of possibility to access to a distance language learning is an enhancing process where the learner is the principal actor to develop and assume the control of a functional interface between themselves and the learning context. Also, the learner-context interface (White, 2005) is evidenced in the participants' voices when they express the contribution of the learning context and how this gave them the possibility to have a better future. Therefore, this participant expressed other viewpoints not directly related to her geographical location or trip cost but her responsibilities and daily reality:

*S5 'Mi experiencia ha sido relevante, puesto que la docente es receptiva ante cualquier inquietud...salgo desde las 6 am, de la casa a laborar y llego a las 7 pm, hacer la comida, ayudar a mi hijo con sus actividades, y después de 10:30 leer para cumplir con mis labores estudiantiles, me queda un poco pesado, pero quiero seguir adelante, para ofrecerle un mejor futuro a mi hijo.'*

(Online Forum April 23rd/2019. S5. Q.1 Int. 1)

Other participants also sowed that this EFL distance course is a learning opportunity because of the digital content that they can find there. In the online questionnaire S7 expressed that the English distance course provided the possibility to learn through the tools that the LMS offered:

S7“El aula virtual me ha brindado grandes **oportunidades** de enseñanza y herramientas” ...

(Online Questionnaire May 19th/2019. S7. Q.2 Int. 2)

The emergent beliefs about the LMS as a learning opportunity is also mediated through the possibility students have to solve many times the same activity. In the transcription of the first videoconference S3 wanted to confirm with his teacher if they have different opportunities to interact with the digital content:

**358. S3** Profe una consultica, en el caso del workbook este da un 10% en la nota final en caso ¿que workbook sea una nota muy bajita eso nos afectaría para la nota final?

**360. T** Si señor.

**361. S3** En ese caso ¿tenemos muchas **oportunidades** para realizarlo? Entonces, ¿él se queda con un porcentaje las veces que yo ingrese o se queda con la nota más baja?

362. T Gracias por tu pregunta. Se tiene en cuenta la nota más alta.

(Video conference 1, Feb 1st/2019. S3. Int. 3)

White (2003, 2005), states that students conceptualized distance language learning as a based around the development of an interface. Also, learners construct their interaction with digital content. This construction informs learning expressions like ‘Mi experiencia ha sido satisfactoria...’ (S4, online questionnaire) evidenced how the experience with the distance course provided a learning opportunity to study with the material.

This first subcategory describes how, for the participants, this learning setting becomes an opportunity to learn a foreign language because the for of studying gives the possibility to the participants to save money and time. Also, the flexibility that a distance setting provides the

participant with the option to organize their schedule to study to get access to this content through this distance setting, expressing that this experience had been satisfactory because they had a familiar settle in a regional Colombian context. , and the digital content in the distance course gives the possibility to solve many times the same activity. So, the notion of opportunity comes from three factors, (a) course flexibility, (b) the organization of the digital content, and (c) solving the same online activity many times (See Appendix F).

### ***Digital Literacy as an EFL learning Strategy.***

The second subcategory reconstructs from the participants' voices, the notion about their digital literacy experiences during the course. The analysis described the notion of digital literacy as a learning strategy. According to their beliefs, digital literacy is the interaction with the organization of the digital content hosted in the course giving the possibility to visualize the three lessons and to solve the three workbooks and the three online tests. In other words, their voices asserted that the digital content and its organization are guidelines that allowed them to interact with the LMS in a more organized way; this assertion generated the assumption of digital literacy experience as a learning as a strategy. Student 3 expressed how the content is a tool and a method to learn English differently and more enjoyably.

**S3.** ‘Una experiencia muy satisfactoria ya que me ha permitido a través de sus herramientas, enriquecer todo mi proceso educativo y especialmente ingles en donde por medio de las lecciones y los ejercicios de practica puedo identificar como va mi proceso y contar con un orientador disponible a aclarar toda mis dudas, también se convierte en una forma de ver ingles de manera ,menos ortodoxa donde se disfruta de las lecciones y de una vez los ejercicios

de practica donde afianzamos el conocimiento adquirido.'

(Online Forum April 23rd/2019. S3. Q.1 Int. 1)

In general, participants perceived the schedule, the course' organization, and the digital content as a strategy to learn a foreign language. In this sense, Ivanovich, Vladimirovich, et al. (2020) asserted that the development, flexibility, and structure of a distance course provides more learning options to different students when these participants implement an adequate learning method and organize their educational activities.

As learners' experiences are the cornerstone in this research report, three dimensions of the interface-based framework had special attention (a) language learner, (b) context, (c) interface. In this subcategory, language learners were the participants, the setting, the digital content, and the interface of their English course (White, 2003). So, participants asserted that digital literacy linked their learning capacity for finding, accessing, and consuming digital content. This statement conceived the combination of technical, procedural, cognitive, and social skills. Besides, effective communication becomes the strategy used by participants in the videoconference. This excerpt is an example of what the researcher mentioned above:

The teacher is giving some instruction to continue practicing writing simple sentences:

**124. T Ok.** No problem. No problem. Piensen ahí un minutico el ejemplo, vale si quieren lo pueden escribir en el papel y ahorita lo leen, no hay problema, lo importante es que nos quede clarita la estructura. Bueno, there is, there are. ¿Cómo se usa si es afirmativo? ¿Cómo se usa si es negativo? Y ¿Cómo sería la estructura en el caso de la pregunta? Cierto porque allí cambiamos

un poco los elementos.

**125. Ss** (You can hear students turning pages). (30 sec.)

**126. T** ¿Alguien ya tiene su ejemplo?

**127. S1** No profe, espere un momentico.

**128. T** Aja, no importa. Claro que sí yo espero.

(Video conference 1, Feb 1st/2019. Int. 3)

The notion of the learner-context interface and its role in the distance learning process originated in the participants' reflections and perspectives on the meaning of distance language learning and its unique characteristics. This notion can be evidenced when S1 revises the notes she took from the digital content, and it is making use of them during the first videoconference. Also, the analysis located the student's role in their learning process when S3 answer the question about how he considered his learning experience in the course was, and he replied that the interaction with the material gave the possibility to identify his learning progress:

**S3.** por que me ha permitido enriquecer mas mi **conocimiento** en esta área, por medio de las temáticas vista. He avanzado en mis **conocimientos** en el inglés, gracias a las herramientas utilizadas en el aula virtual, contaban con una buena explicación de cada uno de los temas allí presentados.

(Online Questionnaire May 19th/2019. S3. Q.2 Int. 2)

This category evidenced how students located though the digital content. The analysis describes that participants conceive the interaction with the content give them the notion of learning. However, it is necessary to question if interacting with digital content is enough to develop an effective learning process.

*Digital content as a learning process.*

This first subsidiary category describes how participant develop their digital literacy process when they perceive the digital content as a learning process. Participants defined their learning experience as pleasant and satisfactory because they learn new vocabulary from the digital content giving the notion of learning. In this regard, student 10 expressed that the platform was easy to use, and it had interactive activities where its methodology made more natural to learn more pleasantly.

**S10.** La experiencia es buena ya que la información sobre el tema se lleva por medio de un cronograma y modulos de aprendizaje que permite organizar el tiempo y practicar para el siguiente modulo con ayuda de los workbooks y actividades extra que permiten fortalecer el **conocimiento** sobre cada tema. Esto ha ayudado a que aprenda los temas de una mejor forma y **conocer** su significado al **apoyarse de imágenes permitiendo** recordar al relacionar, además el tema de pronunciación siempre es complejo sin embargo, la ayuda de los audios por medio de conversaciones ayuda en este proceso.

(Online Forum May 19th/2019. S10. Q.1 Int. 1)



Pajares (1992) and Kajala et al. (2015) considered beliefs as indicators for students to make academic opinions and decisions about the task of learning a foreign language. This analysis describes how participants' beliefs evidence the process where students' located and re-created digital content (Hiller et al., 2018) but also let evidence how the participants constructed an 'effective interface' (White, 2003 p. 105) with the target language when they interact with the content creating the belief of learning strategy.

Hyland (2009) explains how the use of multimedia in writing is a new form of writing which involves texts and images arranged on a screen for this research both of them are linked in the digital content within this English course. This linking is called hypertext, defined as 'the glue that holds the Internet together, where active connections are provided to different parts of the current text and beyond it' (p.60).

In this subcategory, students connect images, videos, interactive activities that enabled them to establish different possibilities to reflect and express emotions, opinions, or questions. Participants use multimedia in writing to convey meaning; Student 2 expressed feeling ready to take the English course because this participant evidenced how interaction occurred with the content in the course.

**S2.** De acuerdo. Si, porque tengo la oportunidad de guiarme con los materiales que me facilita este espacio académico de ingles III practicando y observando cada uno de ellos para poder realizar las actividades de forma correcta.

(Online Questionnaire May 24th 2019. S2. Q.4 Int. 2)

Kosnik, White, Beck, et al. (2016) state that learns new vocabulary or read text appropriately is possible with singular standard grammar. This English course focuses on teaching how to write simple sentences; however, the interaction with digital content mediates the integration of mixed modes of representation like, textual, visual, audio, spatial, gestural (Jewitt, 2008; Kress, 2010). This integration has an inheritance on how different logics of various representational modes operate to convey meaning. Participants affirmed they could analyze texts and learn new vocabulary. This situation unfolds how their beliefs influenced the way they employed different cognitive skills when they performed and solved problems in the digital environment (Dahlstrom, 2019 and Kourbary, 2020)

*Forms of EFL writing: 'Connecting through the distance'.*

The first subsidiary category focused on describing how students located and re-created through the digital content; this second category continues describing how participants re-locate and communicate digital content (Hiller, Casey, and Shea, 2018). During the analysis, the researcher identified that participants transmit digital content through a different form of writing; these forms of writing let evidence of how participants make use of social and cognitive skills during their learning process.

This video conference revealed the connection between images and writing when S8 conveyed meaning with the word 'book' observing the screen on the video conference where there is an image of a book. These interconnected textual elements transform the familiar writing space of print and give the reader greater freedom in how s/he can approach the text. Also, the

way students expressed their emotions through the chat evidenced how they made a new appropriation of the social practices of reading and writing. This excerpt evidences how S8 in figure 4 expressed happiness or sadness in this literacy process.

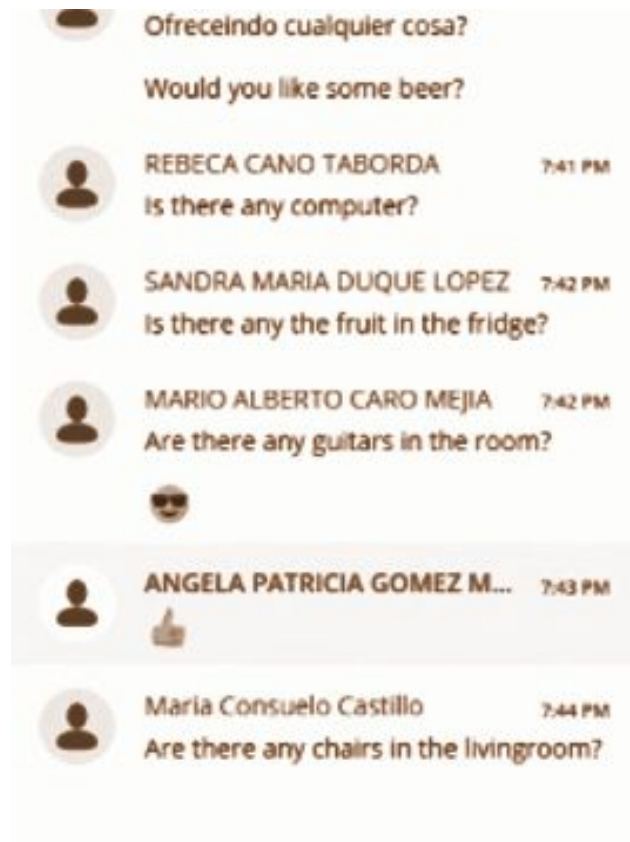


Figure 4. Student use of emojis.

(Video conference 2, May 2nd. Ins 3)

Koubani (2020) states how writing involves ‘sociocognitive processes’ (p. 235), which go beyond the traditional face-to-face approaches, especially in learning spaces such as universities. This statement connects how participants communicate digital content to position

and centralize in their learning process incorporating technology in the transmission of knowledge and socializing with other participants and their teacher. S3 supports the belief that construction of knowledge can be developed when interacting with each other when he answers the question about the importance of using video conferences in this English course:

S3. Totalmente de acuerdo claro que sí y permite conocer un poco mas de ellos y que ellos conozcan mas de uno, compartiendo ideas y opiniones. Ha sido de gran ayuda ya que por la distancia nos permite conectarnos con nuestro docente y aprender más sobre las temáticas

(Online questionnaire May 24th/2019. S3. Q.7 Int. 2)

Grahame and Dieth (2019) claim that learner-content interaction is also seen in video and audio lectures or spaces where students can interact. So, in this excerpt, it is possible to establish how the students use this space to clarify doubts about the digital content she interacted with previously. Thus, students engaged in a conversation with the teacher about the content. Here the material is presented and discussed as if giving a lecture to someone where students and teacher pose questions and provide insights:

**12. S4.** Profe una preguntica.

**13. T** Dime.

**14. S4** Una de las cosas que usted nos explicaba, no la anoté porque pensé que podía escuchar la grabación es que para identificar bien los 'nouns', 'pronouns', bueno verbos adjetivos, las preposiciones, usted nos decía que había como, bueno usted nos da unas clavecitas, porque en el examen es una de las cosas que más me costó ¿cierto? Porque uno lee pero como no comprendo todo el texto entonces es muy difícil para contestar eso.. entonces cuando nos ponen a rellenar

los espacios ¿qué palabras son las apropiadas?

(Video conference 2, May 2nd. Ins 3)

Garrison and Anderson (2003) claim that communication is the cornerstone of all forms of educational interaction, for this learning scenario is through different styles of writing that students make sense of their learning process recreating information provided in the digital content. It is the recognition of the integral relationship between personal meaning and the social influence in shaping the educational transaction. In these excerpts, it evidenced the interplay between particular interests and experiences and societal values, norms, and knowledge. This interplay manifested the transaction between the teacher and the student. S8 asked the teacher to correct other students who made a mistake when writing the exercises but also to answer other students' questions. It is essential to clarify that this interaction took place through the chat:

The teacher is practicing with the students the concept of singular and plural in sentences, when students must use a or an (indefinite articles) or when they must add 's' to the nouns:

93. S8. Profe corrijale a S3 el eggs.

The teacher is practicing with the students making questions to practice the expressions 'How much' and 'How many'

226. S8. Mira profe que hay un compañero donde hacía una pregunta y preguntaba si siempre se utiliza 'how'.

(Video conference 2, May 2nd. Ins 3)

Videoconferences with their multiple media text, visual, voice, and their capacity to

extend interaction over time and distance let the transformation of teaching and learning. Indeed, this widespread influence and the large and growing discourse on the topic, developments in communications technology, and their adoption generally in the academy, have outpaced our understanding of how to use them to support an educational experience. Also, [Eichelberger and Leong \(2019\)](#) position the ability students have to access and understand information, the ability to order and construct knowledge. Here, [S.10 affirms that videoconferences are meaningful spaces where students can clarify any doubts or questions:](#)

S10. En el momento que me encuentro con alguna duda reviso apuntes e información suministrada en el aula para resolverla, pero cuando aun surge la duda me dirijo al docente nacional ya que este responde en menor tiempo. Además cuando se encuentran programadas las videoconferencias en una fecha cercana, acumulo preguntas de esta forma quedan resueltas en su totalidad.

(Online Forum May 19th/2019. S10. Q.4 Int. 1)

According to Fantin and Girardello (2008), students need to be able to appropriate new technologies and languages in a significant manner; the fosterage of digital literacy should realize concerning the concept of multiliteracies. This category focused on the new configurations that the problem takes with the intensification of the presence of digital technologies in education (Fantin and Girardello 2008).

Hyland (2009) explains that traditional writing can function independently of a context by transferring ideas from one mind to another via language (Shannon and Weaver, 1963), so writing can be mechanic, and it can be decontextualized. Students in this excerpt from the

second videoconference can demonstrate their knowledge of decontextualized facts with little awareness of a reader. In these situations, grammatical accuracy and clear exposition are often the main criteria of good writing.

64. T. Listo muchachos ¿me escuchan?, que otro ejemplo podemos usar para unidad. Recordemos otros ejemplos... Voy a revisar el chat An airport, a chair. Bueno nos faltó la r. ¿Qué otro ejemplo? Porque les da miedo pronunciar pronuncien... 'Some' recordemos que lo usamos con sustantivos contable e incontable, some potatoes ¿Qué otros ejemplos tienen por ahí? Some birds. Muy bien S8. What else? Ok, some rice very good my S1... Ok continue with any. A ver no he mirado. Sí, S4 estamos hablando de unidad. Gracias S8, S4 si vas a hablar en plural sería some eggs...

67. S4.a chair

68. S8. A pie

(Video conference 2, May 2nd. Ins 3)

Other evidence that sustains Hyland's construct about learning in a digital context is in this excerpt. It displayed how S8 conveyed the meaning of the word book because, in this video conference, the teacher presented this vocabulary previously through an image, also here this situation evidenced how important is writing for this student. The teacher was practicing with the students written simple sentences making use of vocabulary images that she explained previously during the video conference:

181. T. Are there two books? ... ¿Dónde están esos libros?

182. S8. The...

183. T. Ok. Too many books on the table, por ejemplo. ¿Cierto? Repítela
184. S8. Es que la estoy escribiendo Are there two...
185. T. Si..
186. S8. Hay ahí bueno ahí hay dos libros books porqué libros books .
187. T. Pero Bueno me habías dicho que eran libros de matemáticas. The math book
188. S8. Si, si. (..) Ah primero va Math
189. T. Mj (Teacher's approval).
190. S8. Are there two...
191. Ss. Jejeje
192. T. Are there two Math books... ¿Dónde?
193. S8. Ehhmm in (tervor) on temor ¿Cómo se dice? Sobre la mesa
194. T. On, on the table se dice.
195. S8. On the table. Help me jejeje
196. T. Entonces, repite tu pregunta otra vez
197. S8. Mjj. Espere que la borre profe jejeje

(Video conference 1, Feb 1th. Ins 3)

At this stage, this category evidences how different forms of written production activate social skills when participants recognize other partners in their learning process, also when participants take advantage of synchronous spaces like the videoconferences to clarify doubts or questions. Finally, participants not only participate in their learning process, but they also help each other to construct knowledge. In a sense, the analysis in this subcategory presented tensions between multiliteracies and traditional writing. This situation takes place when the participant



evidence modes of representations, like videos, interactive activities, and online tests; however, the process of writing for this English course is based on writing as a textual product, evidenced explanations about parts of speech and isolated vocabulary writing simple sentences (Hyland, 2009).

***Issues about students' satisfaction on their EFL distance education course.***

This third subcategory unveils from their voices the notion of 'emptiness.' This situation is not the absence of '*le manque de*' a particular situation; this emptiness expresses and enunciates three factors that modify and explain this notion. First, some students claim that they do not participate or interact with the learning scenarios. Other participants affirmed that they get confused when they interact with the explanations and activities proposed in the course, and others claim their writing output is insufficient because they are separately learning grammar concepts.

What the researcher called 'notion of emptiness.' in the literature review is the evolving issues in distance education concerns increasing students' satisfaction in the online course. Participants have several choices that involved not just underlying theories but also the learning experience during the English distance course. (Allen, Omori, et al., 2019).

The first issue that explains 'students' satisfaction' is that students do not participate actively in the video conference in the distance English course. According to the analysis in this subcategory, S6 provides a sample that disclosed how some students do not participate in the asynchronous communication spaces in video conferences available in this course:

El uso de la comunicación como el foro o correo por medio del aula virtual de inglés ha sido efectivo para:

S6. Me es indiferente no la he utilizado

(Online questionnaire May 24th/2019. S6. Q.7 Int. 2)

White (2016) supports this finding of how S6 unveils social isolation that takes place when students do not participate continuously in their language distance course for geographically dispersed or shy learners; others dislike what they see as a lack of a human dimension. Some students simply find the medium depersonalizing, incomplete, and lacking the humanity and intimacy that the face-to-face environment affords. Another factor that characterizes the students' satisfaction is that any participant mentioned during the data collection stage the use of the digital content to clarify academic doubts. Participants said external support like family, friends, or internet videos (Appendix E).

¿Cuándo tiene una pregunta académica acerca del curso, que hace?

(Online forum April 22nd/2019. Q.3 Int. 1)

So, the limited interaction between learners and tutors in the distance learning environment puts distance [in](#) learners at a disadvantage because, in isolation, personal views cannot be shared or challenged. Grahame and Diehl (2019) explained that limited interaction influence in lack of social presence because learner isolates in the learning process, losing the possibility to construct knowledge with others. Unfortunately, some students are not aware that

there is a form of asynchronous ways to interact with other participants confusing independence in terms of space and time, generating contradictions between autonomy and collaboration.

The second factor that explains issues about students' satisfaction is the confusion generated when the participants interact with the digital content. This analysis is a disruption between students' difficulties and the notion of learner interface (White 2016). This situation means that participants could have a perfect scenario to learn, but there is an emptiness augmented in confusion expressed by S8:

Q3. El contenido del aula virtual de inglés 3 permite aclarar todas mis dudas académicas

[Seleccione una opción]

S8. Desacuerdo. Siempre quedan dudas

(Online forum April 22nd/2019. Q.3 Int. 1)

In terms of Graham and Diehl (2019), this distance scenario evidenced something this author calls transactional distance, which is the different interaction that takes place in this kind of setting. The students could interact with the content, with the teacher, and with other learners. At this point, this second factor also reveals how students' responsibilities in their daily lives can influence on the lack of understanding when interacting with the digital content. S5 exposed all the challenges she must face to study but also the lack of knowledge when she interacted with the material that the course provided:

¿Qué herramientas digitales utiliza aparte de las que se encuentran en el curso para lograr los

objetivos de aprendizaje?

S5. Las herramientas que nos brindan son excelentes, las recomienda el profesor regional y nacional, pero algunas veces nos confundimos a la hora de realizar las actividades, las herramientas son lecciones de cada modulo, workbook, videos con tutoriales. ofrecen diferentes herramientas, pero, tengo inconvenientes con workbook que practico varias veces pero no corrige la nota, estoy preocupada, porque, perdi la evaluacion presencial y workbook no corrige la nota, uy profe, ser madre de familia, ama de casa laborar y estudiar no es facil, pero quiero brindarle un mejor futuro a mis hijos.

(Online forum April 22nd/2019. Q.3 Int. 1)

Grahame (1993; 2019) states that interactions that support learning are considered transactions, and any factor that inhibits the effectiveness of transactions perceived as increasing the transactional distance. These excerpts unveiled the lack of interaction with the platform and the confusion that students faced when study with the content disclosed how the notion of 'emptiness' also shaped through the participants' voices' constructions.

The third issue reveals that their writing output is insufficient because they are learning grammar concepts in an isolated way. The essential feature of distance learning extends beyond its access to information and builds on its communicative and interactive features.

This interactivity goes far beyond the one-way transmission of content. It must extend participants' thinking regarding communications among the context, the teacher, and their partners engaged in this course. This excerpt evidences this disruption when the S3 expresses unconformity on how the learning process took place:

S.3 evidences that there are confusion when studying the digital material:

174. T. están muy callados, están muy tímidos. ¿Cómo vamos?

177. S3. “hay mas o menos”

178. T. Ay S3, ¿cómo así? No me asustes, que más o menos...

179. S3. lo que ocurre profe es que cuando, cuando uno ya lo mira, por ejemplo en un texto o los tiene que colocar, digamos todos, how much, how many, es cuando uno, digamos se confunde.

180. T. ajá

181. S3. porque, bueno, así trabajarlos, digamos **separados**, pues... pero ya cuando va uno a seleccionar y a partir, por ejemplo, de varias preguntas o completar el texto, pues ya es como le surgen a uno las dudas porque no sabe que utilizar...si es any, si es...some

182. T. Ajá

183. S3. bueno, cuando uno habla de dinero y de...de dinero y de tiempo, pues uno dice que es how much y cuando ya se pueden contar, pues how many, pero a mí, por ejemplo, cuando ya están los **cuantificadores** en esta clase de textos, o ya en oraciones y que hay que mirar cual, por ejemplo, el some or many, me confundo bastante.

(Video conference 2, May 2nd. Ins 3)

This third subcatego

In many instances, the learning process involves multifaceted interactions. Learners do not merely engage with content at one point in time, and then disengage with the material to

interact with their instructor or peers. However, this subcategory constructed from the participants' voices unveils the notion of emptiness generated for three different factors that influenced the way they locate, consume, and interact with the digital content.

Under conditions where communication appears as a unidimensional as is often the case of asynchronous-based online course offerings, the effort requires to change the beliefs students have of the learning from an inactive process, like simply watching a video online or solve interactive activities. Students need to discuss questions and offer explanations based on their understanding of the course material. The “naïve” assumption (p. 126) that all students enrolling in a distance course or program “have the same foundation skills and are thus able to conceptualize and utilize technologies” to complete assignments ethically equally is likely to be unfounded (Allen et al, 2019).

## **Chapter 5. Conclusions and Implications**

This chapter deals with the main conclusions, implications, further research, limitations, and recommendations of the study. The first section interweaves conclusions, implications, and further research from this exploratory case study to describe how students' beliefs about digital literacy experiences influence what they do in their distance education course. The third and fourth section presents limitations and recommendations of the study.

### **Conclusions Implications and Further Research**

Concerning the general objective, this research described the participants' beliefs about their digital

literacy experience through their **voices**, where they expressed that the central belief in this experience defined as a learning opportunity in their EFL distance education course. The notion of opportunity conducted the participants to take advantage of the strategies to interact with the digital content where the reading and writing processes communicated in their learning scenarios, which are the chat, videoconferences, emails, and online forum.

However, in this perfect synergy, their voices unveiled issues in their 'satisfaction' expressed and enunciated in three factors. First, some students claimed that they did not participate or interacted with the learning scenarios. Other participants affirmed that they got confused when they interacted with the explanations and activities proposed in the course, and others affirmed their writing output was insufficient because they were individually learning grammar concepts.

As this research followed a constructivist and phenomenological design, conclusions centered in a constant dialogue between the finding in this research and voices from other researchers to construct a dialogue to understand how beliefs about digital literacy unveiled students' beliefs in this report, researchers spend extended periods interviewing participants and observing them in their natural settings.

Participants revealed contradictions in their beliefs when considering the LMS as an opportunity but, at the same time, unveiled in their voices, the notion of 'emptiness.' On the one hand, Medina (2017) reflected upon the notion of opportunity as to how distance education is an alternative that dismisses social inequality, especially for students who live in Colombian regions.

This stage let reflect the factor about the place of residence of the participants in this research due to most of them lived in rural areas making it very difficult to access at face to face contexts. Also, the findings in this research agree on Gómez, Pineda, and Marín (2012) about how studying through

virtual platforms was an opportunity because participants saved time and money, so people do not have to travel to attend classes at a specific time or in a particular place.

On the other hand, Pineda and Marín (2012) concluded that students claimed the even though studying in a distance setting offered many advantages, English distance courses are time-consuming. Some of the participants perceived isolation in their learning processes. In terms of the participants, there was a disadvantage that they did not take into account until they started studying in their course.

In the same vein, Budiman (2015) agrees that students' views unveil difficulties in their learning process, such as limited time to study and difficulties in understanding the digital content. This reflection makes it necessary to think how learning English in a distance setting can be understood based on different perspectives: forms of expression and the subject, as a means of communication, as a form of interaction and human development, and also as a social-cultural object of knowledge. A challenge for distance education becomes going beyond the content material and creating social elements of learning like projects that incorporate into the students' activities images and graphical elements incorporating multimodality in the reflection process. (Bourelle, Clark-Oates, Irwin and Potter, 2019).

This perspective requires that the initial and ongoing education of teachers also considers their own experience with expression and creation based not only on scientific knowledge but also on the recovery of their experiences with languages that at times are dormant (artistic, perform tic, literary). Another aspect of digital literacy is about how the means of communication like video conferences, chats, and online forums can make a powerful contribution to communication authenticity. However, we must be aware that it is not just a simple transfer as a typical classroom



activity.

In this research study, it was evident that students interacted in a multimodal way, noting that the teacher role is a facilitator. It is an essential variable in the success in this language learning setting. The implication was that a technological environment based on constructivist learning principles might be ideal for enhancing learner attitude and motivation.

This third English course (*Ingles Transversal 3*) creates an array of new advantages. Nevertheless, it also places new demands on participants, such as, to acquire new roles and to develop new skills through digital literacy stages. So, it is necessary to continue with further research to develop more distance learning opportunities that let deeply understand how the learning process takes place in this kind of setting.

This reflection is why, to be literate in the 21st century involves multiple literacies, including digital literacy, which also concerns the construction of a more effective learner interface and the possibility to active participation in society. For this reason, the media can no longer exclude from the literacy process. Especially when the first interaction students have in a distance setting is the digital content in the virtual room, where reading and writing processes need to be developed and contextualized according to this setting.

Further research about digital literacy means much more than access to technology and is understood as one of the forms to struggle against poverty and inequality in Colombian rural areas. So, as the course syllabus in this English proposed, it is necessary to respond to the regional necessities of the students to give a higher value of cultural mediations in the construction of digital literacy.

In this sense, a cultural mediation taught since the Colombian region realities at professional

levels can promote digital inclusion that is an experience of citizenship, belonging, and critical and creative participation of students in their own culture. Other possible research could be about the specificities of multiliteracies in learning a foreign language should be considered, given that different abilities are required, for example, to use different ways to access and represent knowledge such as video-clip production, podcast making, among others establish a bridge between the different languages and contents involves a collaborative work of experimentation, creation, and discovery. It also involves dialogue, negotiation, polyphony, openness, flexibility, criticism, and collaboration.

Also, investigating about how to design a quality online course conforming with the online course design principles, ensuring the communication of learners with one another, with the content, with the interface, and with the teacher, providing adequate guidance service and timely feedback allowing the teacher to enough time for preparation making sure that the course hours are convenient for the learners, and sustains its status.

Another essential aspect to bear in mind for further research are strategies to construct practices with the students that facilitate individuals the development and protection of social values in the distance language course to support students to become digital citizens. This aspect gives them the path to continue enriching digital literacies as communication through digital content in a more critique and useful way. (Kara, 2018)

## **Limitations**

The limitations presented when conducting this study were mainly related to the complexity to identify and describe the beliefs about digital literacy experiences for these ten participants due to beliefs are abstract concepts. The second limitation that the researcher faced was the complexity of

designing data collection instruments for a distance setting connected with the complexity of an in-depth exploration of the student's beliefs and how these beliefs influence their course because it was necessary to revise many times the same instrument making this exercise time-consuming.

## References

- Abelson, R. P. (1979). *Differences between belief and knowledge system*. *Cognitive science*, (3). p. 356-360.
- Academic forum [Image]. (2019) Retrieved from <http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>
- Ainley, J., Schulz, W. & Fraillon, J. (2016) *A global measure of digital and ICT literacy skills*. Retrieved from [https://research.acer.edu.au/ict\\_literacy/12](https://research.acer.edu.au/ict_literacy/12)
- Allen, M., Omori, K., et al. (2019). Understanding student satisfaction in the Distance Learning Environment. Grahame & Diehl, *Handbokk of distance Education* (pp. 125-132)Routledge, Taylor & Francis group. New York.
- Arinto, P. (2013, March) *A Framework for Developing Competencies in Open and Distance Learning: The International Review of research in open and distance learning*. P. 168-184 (14). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1008083.pdf>
- Ata, R. & Yildırım, K. (2019). Exploring Turkish Pre-Service Teachers' Perceptions and Views of Digital Literacy. *Education Sciences*. 9. 10.3390/educsci9010040.
- Bandura, A. & Schunk, D. H. (1981). *Cultivating competence, self-efficacy, and intrinsic interest*

*through proximal self-motivation.* Journal of Personal and Social Psychology.

Barajas, M. (2003) *Entornos virtuales de aprendizaje en la enseñanza superior: fuentes para una revisión de campo. La tecnología educativa en la enseñanza superior: entornos virtuales de aprendizaje.* Madrid: McGraw-Hill. Interamericana de España, S.A.U.

Bassey, M. (1999) *Case study research in educational settings.* Open University press. Buckingham, Philadelphia.

Bedoya, J (2006). *La inclusión de la plataforma de aprendizaje en línea MOODLE en un curso de gramática contrastiva español-inglés.* Íkala. 11 (1), pp. 181 – 205

Bhatt, I. & Mackenzie, A. (2019). Just Google it! Digital literacy and the epistemology of ignorance. *Teaching in Higher Education.* 24. 10.1080/13562517.2018.1547276.

Bourelle, Tiffany & Clark-Oates, Angela & Bourelle, Andrew & Potter, Breanne. (2019). Thinking beyond Multimodal Projects: Incorporating Multimodal Literacy into Composing and Reflection Processes. 10.7330/9781607327974.c005.

Breen, M. P. (Ed.), (2001). *Learner contributions to language learning: New directions in research.* Harlow, Essex. Pearson Education Limited.

Budiman R. (2015) *International Journal on New Trends in Education and their implications*, P. 137-147, 6, Issue 3. <http://www.ijonte.org/FileUpload/ks63207/File/14.budiman.pdf>

Cohen, L. Lawrence, M. & Morrison, K. (2007) *Research Methods in education.* 6<sup>th</sup> Edition.

Taylor & Francis e-Library. New York.

Communication Board [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.

Course Overview [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Coverdale-Johen, T. (2000) *The use of video-conferencing as a communication tool for language learning: Issues and considerations*. IALL Journal, 32(1), 27-40. Retrieved from <https://pdfs.semanticscholar.org/a1d6/eee1a0ca864a8d921216a23cd25bb744b8ee.pdf>

Creswell, John, W., (2003) *Research design: qualitative, quantitative, and mixed methods approaches* pp.3-26, Thousand Oaks, Calif.: Sage

Dahlström, H. (2018). Digital writing tools from the student perspective: Access, affordances, and agency. *Education and Information Technologies*. 10.1007/s10639-018-9844-x.

Denzin, N.K., & Lincoln, Y.S.(2005). *The handbook of qualitative research (3rd ed.)*. Thousand Oaks, CA: Sage.

Downloadable Studying Material [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Duff, P. A. (2008) *Case study research in applied Linguistics*. Taylor & Francis Group, LLC.  
New York.

Durak, G. & Ataizi M. (2016). *Learners views about distance Education course*. Contemporary Educational Technology, P. 85-105, 7 Retrieved from  
<https://files.eric.ed.gov/fulltext/EJ1105761.pdf>

Eichelberger, A. & Leong, P. (2019). Using TPACK as a framework to study the influence of college faculty's beliefs on online teaching. *Educational Media International*. 56. 1-18.  
10.1080/09523987.2019.1614246.

English online course [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Espitia, M. & Clavijo, A. (2011). *Virtual Forums: A Pedagogical Tool for Collaboration and Learning in Teacher Education*. *Colombian Applied Linguistics Journal*, 13(2), 29-42.  
Retrieved November 11, 2019, from  
[http://www.scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0123-46412011000200003  
&lng=en&tlng=en](http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412011000200003&lng=en&tlng=en).

Fantin, M. & Girardello, G. (2008). *Digital Literacy: Tools and Methodologies for Information Society. Chapter XVIII Digital Literacy and Cultural Mediations to the digital divide*, P.

310-340. IGI Publishing, Italy.

Food and Agriculture Organization of the United Nations. (2011) *E-learning Methodologies: A guide for designing and developing e-learning course*. Rome: Author.

Garrison, R. & Anderson, T. (2003) *E-Learning in the 21<sup>st</sup> Century*. Taylor & Francis Group, LLC. New York.

Garrison, R. (2009) *Implications of Online Learning for the Conceptual Development and Practice of Distance Education*. *Journal of Distance Education Revue de L'Éducation à Distance*, 23(2), 93-104 Retrieved from <http://www.anitacrawley.net/Resources/Articles/Garrison2009.pdf>

Girón-García, C. (2015) *Literacy and technologies in EFL settings: Fostering reading comprehension on the Internet*. P. 69-98, 2 Retrieved from: <https://core.ac.uk/download/pdf/132084057.pdf>

Gómez Flórez, É., Pineda, J., & Marín García, N. (2012). *EFL Students' Perceptions about a Web-Based English Reading Comprehension Course*. *Profile: Issues in Teachers' Professional Development*, 14(2), 113-129. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/34064/40667>

Groom, N. & Littlemore, J. (2011) *Doing Applied Linguistics: A guide for Students*. Routledge. New York.



- Hageneuer, S., Sophie C. & Schmidt. C. (2020) „Introduction“. In *Communicating the Past in the Digital Age: Proceedings of the International Conference on Digital Methods in Teaching and Learning in Archaeology* (12th-13th October), edited by Sebastian Hageneuer, 1–10. London: Ubiquity, <https://doi.org/10.5334/bch.a>.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. State University of New York Press.
- Hashey, A., Miller, K., & Foxworth, L. (2020). Combining Universal Design for Learning and Self-Regulated Strategy Development to Bolster Writing Instruction. *Intervention in School and Clinic*. 105345122091073. 10.1177/1053451220910733.
- Hernández, F. M. (2013) *Didáctica del inglés y mediación tecnológica en el contexto colombiano*. Editorial UD. Bogotá, Colombia.
- Hyland, Ken (2009) *Teaching and Researching Writing*. Pearson Education Limited. United Kingdom. Second Edition.
- Ivanovich, P., Vladimirovich, K., Anatolievich, G., Sergeevich, G., Sergeevich, G., Ivanovich, S., Nashatovna, M., & Vladimirovna, Y., (2020). *Revista antropológica de ciencias de la comunicación y la información, filosofía, lingüística y semiótica, problemas del desarrollo, la ciencia y la tecnología. Digital Literacy didactics for the development of new learning models*, 36 (37), 1358-1376.

Jimoyiannis, A., & Gravani, M. (2011). *Exploring Adult Digital Literacy Using Learners' and Educators' Perceptions and Experiences: The Case of the Second Chance Schools in Greece*. *Educational Technology & Society*, 14 (1), 217–227.

Kalaja, P., Barcelos, A., Aro, M. & Ruohotie-Lyhty, M. (2015) *Beliefs, Agency and Identity in Foreign Language Learning and Teaching*. Palgrave Macmillan. New York.

Kanno, Y. & Stuart, Christian (2001) *Learning to Become a Second Language Teacher: Identities-in-Practice*. *The Modern Language Journal*, 95, 236–252 DOI: 10.1111/j.1540-4781.2011.01178.x

Kara, N. (2018) Understanding university students' Thoughts and Practices about Digital citizenship: A mixed Methods study. *Educational Technology & Society*, 21 (1), 172-185.

Kid, T. & Morris, Lonnie (2017) *Handbook of Research on Instructional System and Educational Technology*. IGI Global, Hershey, USA.

Kohlbacher, F. (2006) *The use of Qualitative Content Analysis in Case Study*. *Forum: Qualitative Social Research*, 7 (1) 21.

Kosnik, C., White, S., Beck, C., Marshal, B., et all. (2016) Sense Publisher. *Building Bridges: Rethinking Literacy Teacher Education in Digital Era*. 3001 AW Rotterdam, The Netherlands.

Kourbani, V. (2018). Writing Center Asynchronous/Synchronous Online Feedback: The Relationship Between E-Feedback and Its Impact on Student Satisfaction, Learning, and Textual Revision. 10.7330/9781607326649.c011.

Learning Modules [Image]. (2019) Retrieved from  
<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Lewis, C., & Fabos, B. (2005). *Instant messaging, literacies, and social identities*. Reading Research Quarterly, 40(4), 470-501. Retrieved from  
<http://search.proquest.com/docview/212137511?accountid=34687>

Majchrzak, O.,(2018) *Learner Identity and Learner Beliefs in EFL Writing*. Springer. Series editor Mirosław Pawlak, Kalisz, Poland

Matsumoto, Y. (2009) *From the old to the new paradigm of teaching: the impact of group dynamics of the teachers and students in Japanese University ELT classrooms*. Bulletin of Kiryu University, Japan, 21, Retrieved from:  
[www.ukm.my/solls09/Proceeding/PDF/Yasuyo.pdf](http://www.ukm.my/solls09/Proceeding/PDF/Yasuyo.pdf)

Mayring, P (2014) *Qualitative content analysis: theoretical foundation, basic procedures and software solution*. Klagenfurt, Austria.

Mayring, P. (2000) *Qualitative Content Analysis*. Forum: Qualitative Social Research. 1 (2) 20.

Medina, L. (2017). *La Educación Superior Virtual Como Herramienta Para La Inclusión*

*Educativa en Colombia* (Tesis de especialización). Universidad Nacional Abierta y a Distancia, Bogotá. Retrieved from

<https://stadium.unad.edu.co/preview/UNAD.php?url=/bitstream/10596/12331/1/80189192.pdf>

Medina, R.A, Ramírez, L. M., & Clavijo, A. (2015). *Reading the community critically in the digital age: a multiliteracies approach*. In P. Chamness Miller., Mantero. M. & Hendo. H (Eds). *ISLS Readings in Language Studies: Vol. 5*. Pp.45-66. Grandville, MI: International Society for Language Studies.

Moodle Platform [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Moore, M., & Diehl, W. (2019) *Handbook of Distance Education*. Fourth Edition. Routledge. Taylor & Francis Group. New York and London

Moore, M. G. (1993). Theory of transactional distance. In D. Keegan (Ed.), *Theoretical principles of distance education* (pp. 22–38). New York, NY: Routledge.

Moreno, M. (2016) *EFL Students' Social Identity Construction through Literacy Activities in an Online Learning Environment* (Master's thesis). Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.

Online Lessons [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Online test [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Online workbook [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Pajares, F. (1992) *Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construction*. Review of Educational Research, Vol. 62, No. 3, pp. 307-332. American Educational Research Association. Retrieved from <http://www.jstor.org/stable/1170741>

Phycology Department [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Rodríguez S. M. & Muñoz H. (2011) *Social presence in online discussion forums*. Magistro magazine, P. 103-113, 10. Retrieved from

<http://revistas.usta.edu.co/index.php/magistro/article/view/551>

Rokeach, M. (1968) *Beliefs, Attitudes and values: A theory of organization and change*. San Francisco: Jossey-Bass.

Rueda (1998) *La profecía de flaubert: Rodrigo Parra Sandoval, el científico social y el novelista*. Bogotá, Colombia. Nómadas.

Schedule Activities [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Schedule Videoconferences [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Smaldino, S., Russell, J., Heinich, R., Molenda, M. (2004) *Instructional Technology and Media for Learning*. Pearson, 8th edition. Columbus, Ohio.

Soares, M. (2002). *Novas práticas de leitura I escrita: letramento na cibercultura*. In Dossier Letramento, Revista Educação e Sociedade, n.81. Campinas: Cedes.

Stepp-Greany, J. (2002) *Students Perceptions on language learning in a technological environment: Implications for the new millennium*. Language and Learning Technology, Vol 6. Num 1 pp 165-180 Retrieved from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.563.810&rep=rep1&type=pdf>

Video conferences [Image]. (2019) Retrieved from

<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>

Virtual program (2018) [image] Retrieved from <https://www.ustadistancia.edu.co/>

["https://www.ustadistancia.edu.co/index.php/nuestra-institucion/historia"](https://www.ustadistancia.edu.co/index.php/nuestra-institucion/historia)[index.php/nuestra-institucion/historia](https://www.ustadistancia.edu.co/index.php/nuestra-institucion/historia)<http://aula20191.ustadistancia.edu.co/course/view.php?id=1154>)

Virtual course (2019) [image] Retrieved from:

Walker, A. (2015). *Digital Literacy or Digital Competence?* Retrieved from

<http://www.aishawalker.com/2015/03/12digital-literacy-or-digital-competence/>

White, C. (2003) *Language learning Distance Education*. Cambridge university press.

White, C. (2005) *Distance learning of Foreign languages: state of art*. Language Teaching vol 39 p 247-264. Cambridge university press. doi:10.1017/S02614444806003727

Yin, K. R. (2009) *Case study research: Design and Methods*. Sage Publications, Inc. United Kingdom.

## Appendix A. Consent Form

Consentimiento informado

Preguntas Respuestas

**UNIVERSIDAD SANTO TOMÁS**  
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA  
EDUCACIÓN ABIERTA Y A DISTANCIA  
**INGLÉS TRANSVERSAL**

### Consentimiento informado

Cordial saludo:

Apreciado estudiante a continuación lo invito a leer y diligenciar la siguiente información:

**Dirección de correo electrónico \***

Dirección de correo electrónico válida

Este formulario recopila direcciones de correo electrónico. [Cambiar la configuración](#)

**Nombres \***

Texto de respuesta breve



## Consentimiento informado

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
  2. He leído y entendido este formato de consentimiento informado.
  3. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
  4. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
  5. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
  6. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
  7. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
- En constancia el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.

## Appendix B. Systematized Student's Messages

DATE	TIME	KEY WORDS	SITUATION	TEACHER'S RESPONSE	TIME/DATE
7th	August 18:18	dificultad para realizar las actividades propuestas.	se dice que al iniciar el WORKBOOK o la actividad INTEGRATED-SKILL ASSIGNMENT existe una lección previa que ayuda a ubicar al aprendiz para realizar dichas actividades, las lecciones para los distintos módulos no las encuentro, no las he podido ubicar, tal vez dicha duda sea el cambio radical que ha tenido la plataforma, por otro lado no se si las lecciones sean estas: (material de estudio)	Gracias por el mensaje. Efectivamente las lecciones previas a cada workbook e integrated skill assignment son las que envías en la imagen por ejemplo del módulo 1.	8 ago. 2018 6:35
8th	August 19:26	Feedback	Buenas noches Profé Excelente, gracias por la respuesta tan rápida profe, bendiciones Saludos y lindó día.		
10th	August 7:31	Assessment	Revisando los resultados del cuestionario de presentación al curso manifiesto inquietud frente a las respuestas de las siguientes preguntas: En la pregunta número 4 respecto a las actividades evaluativas que se encuentran al INTERIOR de cada modulo, pudimos observar en acompañamiento con la tutora regional que los exámenes presenciales no están presentados en este espacio, teniendo en cuenta que son solo dos: en la mitad del nivel y finalizándolo. En la pregunta número 9 respecto al período de inducción según el cronograma del curso abarca desde el 6 de agosto al 12 del mismo mes no desde el 1 de agosto como se presenta en la respuesta "correcta". Agradezco su atención y pronta respuesta ante las inquietudes manifestadas.	Gracias por el correo. El cuestionario es de exploración y no tiene incidencia en la calificación final. En la pregunta 4 los exámenes midterm - final exam hacen parte de los módulos de aprendizaje. La plataforma está habilitada desde el 1 de agosto para exploración, no obstante, la puntuación fue corregida con gusto en el punto 9	lun., 13 ago. 6:39
11th	August 21:27	cultural diversity	Disculpen de antemano, sucede que soy estudiante del programa Licenciatura en Matemáticas y me toca ver inglés il con ustedes. Vivo en la costa pacifica en el municipio más apartado del departamento del Cauca. Para ir al CAU de Cali debo disponer de 4 días y tener para la estadía \$ 800.000. Por tanto, me salen más caro los viajes que la matrícula del semestre. Acá la Internet es deficiente y la energía eléctrica es de planta la colocan algunas horas del día, en ocasiones no hay ninguno de estos. En otras palabras, soy alumno MERCE (territorios nacionales). Por lo anterior expuesto les pido el favor de hacerme dichas pruebas (moderna eran and final eran) por	Comprendemos la situación. Si eres estudiante modalidad MERCE no hay problema lo puedes presentar vía Skype ir hangouts. El número de telefónico es PBX: (57-1) 5950000, ext.2536 estamos desde las 6:30 am hasta las 4:00 pm lunes a viernes. Por favor, está pendiente de tu correo institucional para información sobre fechas importantes de exámenes y entrega de Guía Mercé.	13 ago. 2018 7:19

				medio del angosta del correo institucional. Respetuosamente les digo, que de esta forma		
ago.	12	13:26	confusión para desarrollar actividades propuestas en el aula	Por medio del presente solicito PIN para ingreso de las actividades a desarrollar	Buenos días Diana, Te informamos que para el ingreso a las actividades del módulo 1 no es necesario ningún PIN, este sólo para videoconferencias.	13 ago. 2018 7:23
ago.	13	11:43	Cruce de information	Buen día deseo recibir información sobre la asignación de los salones para las clases de esta semana. Ya que el día de hoy tengo tutoría y no se en qué sede se va a realizar. Esto para evitar el inconveniente de la semana pasada en donde el día lunes se envió el correo a las 6pm y muchos nos quedamos sin poder asistir a clase ya que era ese mismo día a las 6:00pm. Mochas gracias. Ing. Informatica 2 semestre	La verdad no entiendo tu correo, tú estás en el aula de inglés 2 para esta semana no están programadas tutorías.	13 ago. 2018 11:58
13 ago.	lung.	17:19	problemas de conectividad. ICT competentes	buenas tardes, no sé qué pasa, pero los videos del módulo 1 de aprendizaje no cargan, me podrías colaborar con eso. Gracias	Buen día Cesar, Revisé y los videos están en funcionamiento. Por favor, intenta nuevamente. Cualquier inquietud no dudes escribir al correo institucional.	14 ago. 2018 7:25
13 ago.	lung.	18:48	ICT competences	Hola profe buena tarde, tengo una duda no puedo inscribirme en EDPuzzle y noveno los trabajos habilitados del día 13 agosto 2018. Quedo atento a una respuesta. Gracias profe.	Buen día Gustavo, En el módulo 1 ya están habilitados los contenidos. Por favor, revisa nuevamente. En el caso de Edpuzzle registra una cuenta como estudiante en el siguiente enlace <a href="https://edpuzzle.com/">https://edpuzzle.com/</a> según la fecha de calendario de tutorías virtuales que aparece en la sección 2 de la página principal. Cualquier inquietud no dudes en escribir al correo institucional.	14 ago. 2018 7:32
13 ago. 2018		20:55	dificultad para seguir instrucciones	buenas noches por favor me envía el código para registrarme al EDPuzzle y poder leer lo que respecta al FRACKING por su amable atención muchas gracias	En el caso de Edpuzzle registra una cuenta como estudiante en el siguiente enlace <a href="https://edpuzzle.com/">https://edpuzzle.com/</a> según la fecha de calendario de tutorías virtuales que aparece en la sección 2 de la página principal. Cualquier inquietud no dudes en escribir al correo institucional. La unidad didáctica Fracking estará disponible hasta el 27 de agosto como material de tutoría virtual de este día.	14 ago. 2018 8:50
14 ago.	mar.	14:38	dificultad para seguir instrucciones	Buenas tardes, reviso el modulo 1 y ningun test esta disponible tienen fechas para septiembre, que hago al respecto? o donde encuentro el modulo de fecha de 13 de agosto gracias...	En la página principal debajo del título inglés II se encuentra el cronograma del curso para tu revisión. En la sección 1 Contexto y generalidades del espacio académico se encuentra disponible el cuestionario de presentación del curso para este periodo de introducción al curso. Cualquier inquietud no dudes escribir a este correo institucional.	14 ago. 2018 15:14

## Appendix C. Sample of questions included in the demographic questionnaire

Encuesta Curso - Inglés Transversal

Inglés II

¿Cursó algún nivel de Inglés Transversal en periodos académicos

Sí

No

¿Se encuentra repitiendo este nivel de inglés, actualmente?

Sí

No

**Después de la sección 1**

**Sección 2 de 3 Diseño y Presentación del Aula.**

1. Las instrucciones de navegación del curso que recibió a través de los videos informativos alojados en la Sección 1

- Presentación del Curso

0 1 2 3 4 5

2. El nuevo diseño del aula y la presentación de los contenido a través de tres Módulos de Aprendizaje facilitó acceso a los temas propuestos para el nivel de inglés.

0 1 2 3 4 5

3. La estructura del Workbook le permitió navegar fácilmente a través de los ejercicios de practica propuestos para cada módulo de aprendizaje.

0 1 2 3 4 5

## Después de la sección 2

### Sección 3 de 3 Desarrollo de Contenidos - Módulos de Aprendizaje

4. Las lecciones explicativas en cada Módulo de Aprendizaje representaron un recurso fundamental para la comprensión y apropiación de los temas propuestos para el nivel de inglés.

0 1 2 3 4 5

Justifique su calificación \* Texto de respuesta largo

5. Mediante el desarrollo del Workbook, usted pudo profundizar los contenidos presentados en los Módulos de Aprendizaje.

0 1 2 3 4 5

Justifique su calificación

6. Los Test en Línea (Integrated-skill Assignment) fueron coherentes con los temas propuestos en las lecciones y el Workbook.

0 1 2 3 4 5

7. ¿Qué aspectos en relación con el diseño del aula, presentación de \* contenidos y actividades de practica y calificables, considera usted que podrían fortalecerse para el desarrollo del curso? (Justifique su respuesta).

## Appendix D. Teacher Semi-structured Interview

Previous idea: Students reply messages with information that the teacher has already sent. I want to identify if the teacher perceives the same. If not, identify which issues she finds in the V-room that affects negatively the students' learning progress and I want to identify how that situation takes place, I mean where this situation comes from and why the situation that emerges affect negatively the students' learning process in English.

Goal: To identify possible issues regarding interaction in the V-room through the teacher's voice.

1. How long have you taught as an English teacher in distance learning environments?
2. What do you consider is the most challenging with your students in English 2?
3. Do you consider students follow instructions?

4. Do students reply messages with information you have already sent?

**Appendix E. Sample Online Forum**

**Creencias de los estudiantes en su curso de inglés 3**

Participante	Q1. Experiencias de aprendizaje en su curso de inglés a distancia	Q2. Experiencia de aprendizaje a partir de su lugar de residencia.	Q3. Objetivos de aprendizaje y herramientas digitales.	Q4. Dudas académicas
5	¿Cómo ha sido su experiencia de aprendizaje de inglés a distancia a través de la plataforma Moodle?	¿Su lugar de residencia influye en su proceso de aprendizaje del curso de inglés a distancia? ¿Cómo?	¿ Qué herramientas digitales utiliza aparte de las que se encuentran en el curso para lograr los objetivos de aprendizaje?	¿Cuándo tiene una duda académica acerca del curso, qué hace?
1 22/04/2019 21:21	ha sido <b>buena</b> aunque en los enlaces que manda <b>no e podido completar las persppectiva que trae el modulo como el de los audios.</b>	<b>lunes, 22 de abril de 2019, 21:23</b> si claro por los <b>servicios de internet</b> e estar mas <b>globalizado ala nube .</b>	<b>lunes, 22 de abril de 2019, 21:26</b> si practico con <b>textos fisicos y algunos videos</b> para el aprendizaje . Como La plataforma, las tutorías, las lecciones, Workbook Todos estos me ayudan a practicar y poder fortalecer un buen aprendizaje sobre lo que voy a desarrollar.	<b>lunes, 22 de abril de 2019, 21:18</b>  cordial saludo.  esperar clases de tutoria

<p>S2 23/04/2019, 13:35</p>	<p>Buena, porque los temas que están en los diversos materiales de estudio están bien indicados y me ayudan a realizar diversos compromisos.</p> <p>A las diferentes actividades que nos asignan en la plataforma como el Workbook, Integrated-Skill Assignment y los exámenes presenciales.</p>	<p><b>martes, 23 de abril de 2019, 13:38</b> Sí, porque tengo buen acceso a internet y puedo dirigirme fácilmente a la universidad para recibir clase de orientación. Me dirijo al Cau sin ceceo, el cual yo pertenezco.</p>	<p><b>martes, 23 de abril de 2019, 13:39</b></p> <p>La plataforma, las tutorías, las lecciones, Workbook Todos estos me ayudan a practicar y poder fortalecer un buen aprendizaje sobre lo que voy a desarrollar.</p>	<p><b>martes, 23 de abril de 2019, 13:40</b></p> <p>Consulta con el Docente del Cau, familiares y compañeros que me orienten en alguna temática que yo no entienda. Consulta mis dudas con mi docente del Cau cuando tengo clase, le pido el favor que me oriente el tema, el cual yo presente dificultad. Con mis familiares y amigos, consulto con ellos para el apoyo de los temas a tratar, para cuando se llegue el día de algún examen o cualquier otra actividad las pueda desarrollar bien.</p>
<p>S3 23/04/2019, 22:41</p>	<p>Una experiencia muy satisfactoria ya que me ha permitido a través de sus herramientas, enriquecer todo mi proceso educativo y especialmente inglés en donde por medio de las lecciones y los ejercicios de practica puedo identificar como va mi proceso y contar con un orientador disponible a aclarar toda mis dudas, también se convierte en una forma de ver inglés de manera ,menos ortodoxa donde se disfruta de las lecciones y de una vez los ejercicios de practica donde afianzamos el conocimiento adquirido.</p>	<p><b>martes, 23 de abril de 2019, 22:30</b> A pesar de que esta es una modalidad a distancia, mi lugar de residencia me permite acceder con facilidad al CAU donde me atienden los tutores que están disponibles a responder cualquier inquietud, también en mi lugar de residencia me permite tener una buena conexión a internet donde puedo llevar a cabo mis actividades, y estar en comunicación con mis tutores nacionales.</p>	<p><b>martes, 23 de abril de 2019, 22:21</b></p> <p>Siempre trato de utilizar las que están disponible para este proceso como lo es la modalidad a distancia, y hasta el momento me siento satisfecha con ello por que me han servido mucho como por ejemplo los workbook son de gran ayuda, los cuales me permiten afianzar conocimientos.</p>	<p><b>martes, 23 de abril de 2019, 22:13</b></p> <p>Primero que todo, consulto al tutor de mi cau, luego si no veo respuestas concretas me dirijo al profesor nacional y realizo preguntas concretas acerca de la dificultad que posea, pero siempre trato de aclarar mis dudas utilizando los canales de comunicación disponibles.</p>

### Appendix F. Online Questionnaire

<b>Participant</b>	<b>Q1. Selección si su lugar de residencia actual se encuentra en</b>	<b>Q2. Mi experiencia de aprendizaje en el aula virtual de inglés 3 ha sido</b>	<b>Q3. El contenido del aula virtual de inglés 3 permite aclarar todas mis dudas académicas</b>	<b>Q4. Me siento preparado para abordar el contenido y desarrollar las actividades en el aula virtual de mi curso de inglés 3</b>	<b>Q5. El uso del correo electrónico y el foro han sido canales adecuados para interactuar con mi docente y compañeros de inglés 3.</b>	<b>Q6. El uso de canales de comunicación como el foro o correo por medio del aula virtual de inglés ha sido efectivo para:</b>	<b>Q7. La videoconferencia ha sido un canal que permite la interacción con mi docente y compañeros en mi curso de inglés 3</b>
--------------------	---	---	---	---	---	--	--

S7	Pueblo. Sibaté	Indiferente  El aula virtual me ha brindado grandes <b>oportunidades</b> de enseñanza y herramientas para esta sin embargo considero que no fue la suficiente sujeto al valor total de la materia	Me es indiferente  <b>Hay preguntas sobre algunos temas los cuales no son totalmente abordados en el aula y se tiene la posibilidad de hacerlas saber al docente pero deben haber más docentes ya que estos tienen mucha carga académica y no alcanzan a solucionar en su totalidad</b>	Me es indiferente  No totalmente ya que hay algunos temas donde aún estudiando los ejemplos se entienden sin embargo ocasionalmente algunos temas pueden <b>presentar dudas.</b>	Desacuerdo. Este espacio es muy propicio para ello, sin embargo los docentes son pocos para todos los casos que deben atender y su exigencia laboral es ardua sin tener ellos la culpa y menos el tiempo para dar <b>contestación a la totalidad de los correos aunque no use mucho estos recursos,</b>	Aclarar dudas académicas  Si ocasionalmente me ha <b>aclarado algunas dudas luego del tiempo.</b>	Me es indiferente  <b>Es buenas pero malas a la vez ya que los tiempos no alcanzan a ser tan largos para aclarar y abordar los temas totales como pueden ser en tutorías presenciales. No he hecho uso de este canal en el curso de inglés 3.</b>
S6	Casco Urbano. La Apartada.	Satisfactorio te dan <b>buenas metodologías de aprendizaje</b>	De acuerdo  logros obtenidos	De acuerdo  <b>estudiando bastante</b>	Me es indiferente.  <b>no los he utilizado</b>	<b>No he hecho uso de este canal</b> en el curso de inglés 3	Me es indiferente  <b>no la he utilizado</b>

## Appendix G. Sample. Transcription Videoconference 1

---

### TRANSCRIPTION

### NOTES

1. T ... Ok. The review of the first module. Ok parts of speech. There is and there are. Giving directions and the preposition Etcetera..... Reading strategies and no more. So. ok. First of all ¿qué son las categorías gramaticales muchachos? ... ¿Cómo podríamos definirla?
2. S1. Cómo son las partes que comprende una oración con los nombres que llevan a cada una de esas partes.
3. T. Aja. ¿Qué otra cosa?... No sean tímidos muchachos que participen, bueno como bien Tenemos aquí las categorías gramaticales digamos hacen referencia a la clasificación de las palabras de acuerdo a la función que cumplen dentro de una oración ¿cierto? Entonces, como bien lo decías Entonces tenemos diferentes sustantivos cierto ¿qué otras categorías hemos visto en inglés?

4. **S3.** buenas noches, adjetivos, sustantivo.
5. **T.** Mmm, nouns adjectives. ok. What else?
6. **S3.** Adverbios de frecuencia. Los verbos auxiliares. Las preposiciones.
7. **S1.** Preposiciones
8. **T.** Prepositions, very good. Prepositions, prepositions, important and Modal verbs. Nivel en este nivel nos vamos a enfocar en cinco categorías gramaticales nouns, verbs, prepositions, adjectives and modal verbs. Vale, entonces teniendo cuenta nuestra tablita tenemos un ejemplo por cada uno entonces tenemos can puede ser que lo vieron en niveles anteriores, ¿cierto?, en inglés 3 vamos a hacer énfasis también en should y en must. ¿cierto? Magnificent que viene a ser un adjetivo ¿cierto? do funciona como verbo pero también como auxiliar, ¿cierto? para este caso do funciona como verbo, (la docente comienza a leer la información que se encuentra en una diapositiva que se encuentra compartida para todos) tourist noun, cathedral noun, love verb, from preposition, we pronoun, Carlos noun. ¿Me podrían dar algunos ejemplos de categorías gramaticales?...
9. **S3.** ¿O sea otras palabras que sean esas categorías?
10. **T.** Sí, exacto.
11. **S3.** Pronoun, he, she
12. **T.** Aja. Prepositions. (6 segundos de silencio) Prepositions. ¿Qué otras podrían ver?
13. **S3.** in, on, at
14. **T.** Aja. Muy bien.
15. **Ss.** [.....]
16. **S1.** y from, podríamos incluir from?
17. **T.** está en nuestro ejemplo. Sí señorita.
18. **S3.** would, out about [...]
19. **T.** ajá
20. **S3.** Es ese 'u' 'p' ese 'up' de arriba profe, jejeje
21. **T.** /ap/ aja don't worry up very good. ok. Very good! Okay Now Give Me other examples about verbs...
22. **S1.** Verbos?
23. **T.** Yeap. Aja
24. **S1.** Mmm (students turning pages) verbos, verbos, eat, cook, can, have...
25. **T.** ok, very good. Now give some examples of adjectives.
26. **S1.** wonderful
27. **T.** wonderful. Very good!
28. **S3.** beautiful?
29. **T.** Nice, beautiful
30. **S3.** /Pretty/ es bonita.
31. **Ss.** Jejeje
32. **T.** Pronounce correctly 'pretty'.
33. **S3.** Pretty?
34. **T.** Exactly. Very good! And finally other nouns please.
35. **Ss.** (students turn pages)...

36. **S1.** Bucaramaga, Cali , Barranquilla, Andrea, Mónica, Juan. Yeap? Dog, cat, table, chair. Ok? Para que vayamos recordando. El sustantivo para que vayamos recordando digamos que todas esas palabras de acuerdo a las categorías gramaticales que vamos estudiando vale bueno y cómo vamos si hemos recordado cositas?
37. **S2.** Profe una pregunta yo tengo claro los verbos Pero mis clarísimo pero cuando tú me dices verbos auxiliares modales ¿Sí? Ahí es cuando yo digo cuando vas a hacer o sea cuando yo sé que es un verbo verbo y cuando es un verbo modal por ejemplo can es poder yo puedo , pero en el ejemplo ¿aparecía como auxiliar?
38. **T.** Aja. Por ejemplo una pregunta. Can you play the piano? ¿Puedes tocar el piano? O tiene esa habilidad de tocar el piano.
39. **S2.** Yes, I am
40. **T.** No, Entonces tu puedes contestar yes I can o no, I can't
41. **S2.** Mmmm, yes, I can or No, I can't
42. **T.** La diferencia es que utilizaras otro verbo, por ejemplo, tu (..) un ejemplo con verbo to be. Ehh *I am an intelligent person*. ¿Cierto? O *I work every day*. ¿Cierto? Ahí hacemos uso de otros adjetivos, de otros verbos discúlpame. Y pues tenemos el ejemplo de *can* que lo usamos como auxiliar para poder formular nuestra pregunta y así como pregunto hago mi respuesta. (...) ¿Un poquito más claro? ¿Sí?
43. **S2.** Mm. Si ya te entendí, ok.
44. **T.** Okay. Aja Vale ¿alguna otra pregunta alguna otra inquietud? ... Ok, no problem, now continue with the cognate words. Ok Do you remember what is a cognate word?... In *Spanish or English* recordamos que es un cognado?
45. **S1.** si profe, con las palabras que...que se escriben igual en diferentes idiomas y bueno los más perfectos y qué significan lo mismo y que tienen una variación al escribirse. ¿Sí? Pero que también significan lo mismo con alguna variación y los cognados...
46. **T.** ¿Cómo se categoriza eso? O ¿Cómo los llamamos?...Falsos cognados.
47. **Ss** [...]
48. **S1.** Falsos cognados.
49. **S2.** No, pero los casi perfectos son los que tienen algo similar y varían al final.
50. **T.** Los cognados cercanos. Ajá
51. **S1.** Ajá y están los falsos cognados...Osea tienen unas palabras que nosotros 52. pronunciamos en español pero el significado en inglés es totalmente diferente.
52. **T.** Muy bien! Hiciste el resumen mejor que yo! Muy bien señorita así es. Entonces tenemos tres tres clasificaciones si lo podemos llamar así de **cognados entonces se le conoce como lo indicabas cognados perfectos** tanto en español como en inglés funcionan de la misma forma tienen la misma significación, cognados cercanos en una pequeña variación en su escritura ¿cierto? pero pues digamos que su significado no varía y finalmente los falsos cognados que tenemos en nuestra



mente tenemos la percepción que significan lo mismo pero resulta que su significado varía totalmente, ¿tenemos algún ejemplo de falsos cognados?

53. Ss. [...]

54. T. Entonces tenemos.

55. Ss. [...]

56. T. Entonces tenemos el ejemplo embarazada pero resulta que el significado es totalmente diferente. ¡Muy bien!

57. S1. *Money-diner*.

58. T., si. Ese.. diner pensamos que es dinero y resulta que no es y qué es ¿Qué traduce realmente?

59. S1. Cena.

60. T. muy bien entonces bueno tenemos entonces ya lo habíamos visto en esta primera partecita (shows the slides) tenemos cognados cercanos y falsos cognados algunos ejemplos: Chiquinquirá is a religious city. Machu Picchu is a mysterious place y sus *Those are fantastic places that you should visit*. Ok, y en cuanto a los cognados falsos, *I need to buy some vegetable in the grocery*? Qué es *grocery*?

61. S2. Me toca buscar, no se. Jejeje

62. T. En este momento ¿qué creemos que puede ser?

63. S1. Como es un falso cognado, uno lo podría relacionar con grosería pero no es eso.

64. T. muy bien Entonces tenemos una percepción que *grocery* puede ser grosería pero realmente es una tienda de abarrotes ¿cierto?

65. S1. Mmm. Jejeje

66. T. Entonces eso llamamos falsos cognados cambiar totalmente su significación muy bien. *I forget your ... I feel so embarrassed with you*. Aquí tenemos el ejemplo que *embarrassed* es embarazada pero realmente es apenado como lo había dicho por ahí. Muy bien, the pan is small to prepare the dinner. ¿Qué puede significar pan?... Que creemos que es 'pan' digamos que la palabra está en español cierto y podemos decir que es pan, que es el alimento ¿Cierto? pero ese pan lo usamos en inglés para decir que?...

67. S1. sartén

68. T. Un sartén, una cacerola ¿cierto? Entonces digamos que ahí lo importante es ir estudiando este vocabulario ¿Vale? y relacionando esas palabras para no caer pronto en la en la falla de dar por hecho que que por ejemplo *grossery* es grosería pero resulta que no nos cambian el significado y pues digamos que podemos estar cometiendo el error, bueno para que lo tengamos en cuenta, preguntas hasta aquí?...Muchachos preguntas?

69. S1. Para mí está claro, jejeje, hasta este momento

70. T. algunos otros ejemplos de cognados chicos? ...¿Cualquier otro tipo de cognado? ¿Muchachos?...

71. S1. ¿Cualquier otro tipo de cognado?

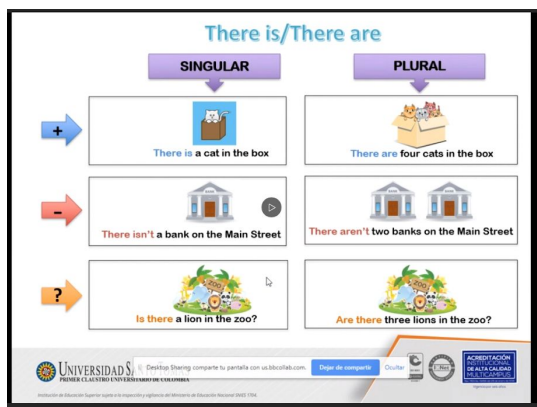
72. T. Yeap, no problem.

73. S1. Hospital.

74. T. Aja, very good.
75. Ss (Students check some papers).
76. S2. Profe pues para eso hay unas reglas no que habíamos visto por ejemplo los que terminan en 'acto'
77. T. Aja. Sólo terminan en ct se les retira la o. Ajá.
78. S1. Como por ejemplo *aspecto* que es como *escat...*
79. T. Exact. *Very good! Good!*
80. S2. Mm, también está conflicto conflictos que terminan en ble quedan igual como horrible, flexible invisible, Aquí tenemos otra vez
81. Ss. Visible, invisible [...]
82. Ss. Jejeje, la pronunciación.
83. T. Acá tenemos otras reglas ico...La pronunciación, *no problem*. It is to practice no problema. Artístico en español, *artistic in English*. *Fantastic Magic* cierto y otra *red* Entonces tenemos el oso con precios, cierto precioso; religioso/religious; misterioso/mysterious, ¿Cierto? De pronto otros ejemplos que se vengan a la cabeza no importa que no tengan que ver con esta regla...
84. S1. Ah, armonioso...¿Cómo se daría?
85. S3. Armonioso tiene terminación ous pero entonces ese harmonious va con 'h' y se lee armonioso se pronuncia /*jarmonius*/ o la h no se pronuncia? Ah o no suena la h.
86. T. Ajá. Exacto Así se pronuncia.
87. S3. Harmonious.
88. T. Aja very good. Ese es otro Ejemplo de la última regla que vimos que otro ejemplo puede surgir allí
89. S2. Glossary, vocabulary.
90. T. Ok. Glossary, vocabulary. *What else?*
91. S2. Los que terminan en 'cia' Se cambia cia por c.
92. T. Give me examples
93. S2. Como ambulancia ambulance mm....
94. T. Ok. Tranquila. Ok, generalmente Ambulance.. Aja. What else?
95. S2. tolerancia, entonces *tolerance?*
96. T. Tolerance. Very good.
97. S2. Mm. Audiencia
98. T. Ok.
99. S2. Audience?
100. T. Audience. Very good.
101. S2.La palabra Distance/ distancia
102. T. Distance, very good!. Excellent Distancia distance una palabra para terminar final para cambiar de tema palabras

103. **S2.** Diary/diario
104. **S1.** ...I do not understand.
105. **T.** Diary, canary. Very good. That's it excellent
106. **S3.** Salary
107. **T.** Very good! That's it. Bueno. Vamos muy bien. Ya tenemos claridad de cognados, ya vimos las categorías gramaticales hasta este momento Bueno vamos a hacer una pequeña revisión del uso del There is and there are. (The teacher presents a different slide) Ok. Entonces recordemos que lo tenemos singular y plural cierto y tenemos las 3 situaciones affirmative, negative and questions. Aja. Look at the examples: there is a cat in the box, singular; there are four cats in the box, plural. ... Puppet show in the Box scene in the Box.... there isn't a bank on the Main Street Singulair there aren't you guys on the Main Street Pluto and finally the question is there a lion in the sea singular and plural form are there are there three lions in the zoo? Tenemos alguna pregunta en la estructura del uso de there is y there are chicos?
108. **S3.** De la estructura no porque es lo que hemos ido estudiando en los niveles anteriores. Pero profe (*noise*) de (..) there is y *there are* (...)
109. **T.** Hay o no hay en caso de que sea negativo
110. **Ss.** [...]
111. **T.** Ajá. Si señorita.
112. **S3.** Parece que es claro (...) porque es la oración, tiene para negativa, afirmativa y pregunta.
113. **T.** ¿Me podrían dar un ejemplo haciendo uso de singular y plural? Ustedes escogen si la quieren hacer afirmativa o negativa y pregunta. ¿Vale? Entonces los escucho uno a uno. Un voluntario por favor (4 seconds of silence) No todos..
114. **Ss.** Jejeje.
115. **T.** ¿Se me fueron?
116. (...)
117. **S1.** Profe es que estamos pensando, déjenos pensar.
118. **Ss.** Jejejeje
119. **T.** Ok. No problem. No problem. Tienen ahí un minutico el ejemplo, vale si quieren lo pueden escribir en el papel y ahorita lo leen, no hay problema, lo importante es que nos quede clara la estructura. Bueno, there is, there are. ¿Cómo se usa si es afirmativo? ¿Cómo se usa si es negativo? Y ¿Cómo sería la estructura en el caso de la pregunta? Ciertamente porque allí cambiamos un poco los elementos.
120. **Ss.** (Students turning pages).

121. **T.** ¿Alguien ya tiene su ejemplo?
122. **S1.** No profe, espere un momento
123. **T.** Aja, no importa. Claro que sí yo espero...
124. **S1.** Profe como se lee (like)... there .... Theri is mmmn.....
125. **T.** *There is a*, en el caso del singular porque recordemos cuando vayamos a hacer el plural recuerden que el 'a' desaparece porque ese a recordemos es un artículo indefinido y hace referencia únicamente a la unidad. Es decir vamos a hablar de dos, tres, o más objetos, personas o cosas ya ese 'a' desaparece. Bueno para que lo tengamos en cuenta.
126. **S1.** Por ejemplo si yo dijera Ehh mmmm, lo voy a decir en español para poderla traducir.. Entonces..
127. **T.** Vale..
128. **S1.** Hay un banco (It is a similar example on the slides)



129. **T.** ¿Sí?
130. **S1.** Hay un banco, Entonces en inglés sería there is a *bac*
131. **T.** The is a bank. Myr bien
132. **S1.** ¿Si esta bien dicho?
133. **T.** There is a bank.
134. **S1.** ¿Esta bien pronunciado?
135. **T.** Mj. Very good
136. **S1.** There is a canary in the garden.
137. **T.** Good! Very good! Excellent example. Repeat again.
138. **S3.** There is a car in the house.
139. **T.** There is a ..... Repíteme la tuya por favor.
140. **S3.** There is a car in the house.
141. **T.** There is a cat in the house. Very good! ¿Alguien más?
142. **S4.** Y varios, there are cars in the house. (Student wrote the sentence in the chat).

The students participate through the chat.

143. **T.** Mm. Ahí podrías decir *some...* Si no quieres dar una cantidad, digamos cómo muy marcada. *There are some cats in the house or there are two cats or three, four or five whatever... five cats in the house.* Ahh. Y no me. A si si el número de carros. Puedes decir el número, si no quieres decir el número, puedes decir la palabra *some* qué sería algunos.

144. **S4.** ¿Cómo se escribe profe?

145. **T.** 'ese' 'o'

146. **S4.** Ah no, no ya me acordé. Ya me acordé cómo se escribe.

147. **T.** Tiene que ver con, o la traducción sería algunos. Cuando no queremos dar como esa cantidad exacta. Para que la tengamos allí en cuenta. Muy bien, very, very good!. Otro ejemplo please

148. **S4.** There are some canaries in the garden.

149. **T.** Excellent. There are some canaries in the garden. Excellent. That's it. A question please. ¿No se quieren arriesgar con las preguntas?

150. **S1.** ... Ya pere. Profe espere. There are two dog. Profe, ¿Está bien?

151. **T.** There are two dogs.

152. **S1.** ¡Ay no!

153. **T.** No, no te preocupes. Para eso estoy aquí para ayudarte y corregirte.

154. **S1.** There are two dog.

155. **T.** There are two dogs. Acuérdate que si es plural suena la 'ese'. Dogs suena la 'ese' (23.06'')

156. **S1.** Y al escribirla, también suena la 'ese'? Profe

157. **T.** Si, porque estas hablando en plural. There are two...

158. **S1.** ¿Pero cambia en algo? Escribir dos..dogs. Mm. Tengo que escribir

159. **T-S1.** ¿O sea perro?

160. **T.** Tienes que escribir perros y tienes que pronunciar perros.

161. **S1.** *There are two dogs*

162. **T.** Puede que estés utilizando esto bien. Esto para todos, puede ser que estés es.. eh aplicando la estructura del '*there are*' pero si me dejas el sustantivo es este caso 'box' con singular te queda mal el ejercicio porque el verbo en este caso verbo to be está en plural. *There are dogs*. No es posible que me dejes o que me escribas: *There are dog*...porque en ese caso me está aplicando

163. **Ss.** Ok

164. **T.** ..el sustantivo en singular ¿bueno? Si mi verbo to be está en plural mi sustantivo tiene que estar en plural. Bueno? Si mi verbo to be está en singular en este caso 'is' entonces el sustantivo tiene que ser singular

At this point, the teacher starts reading the messages from the chat and more students start to participate.

para este caso 'dog'. There is a *dog*. There are two *dogs*. ¿Es claro para todos?

165. **S1.** Si profe

166. **T.** Bueno

167. **S3.** Profe mi pregunta

168. **T.** Dime

169. **S3.** Is there a furious dog in the house?

170. **T.** ...Ahh ok. Bueno. Démosle la palabra uno por uno y vamos escuchando los ejemplos de todos. ¿Vale? ¿Quién me habló primero?...

171. **S2.** Se cayó otra vez esta... vaina

172. **T.** ¿Quién está por ahí que nos comparta el ejemplo? ( 3 seconds of silence)

173. **S1.** ¿Puedo yo?

174. **T.** Ok

175. **S1.** Is there a furious dog in the house?

176. **T.** Excellent! (Excited)

177. **S1.** Is there mira ya le metiste un adjetivo, ¡Excelente! Repítela por favor.

178. **S1.** Is there a furious dog in the house?

179. **T.** Is there a furious dog in the house? Excellent, very very good! Perfect. Other example please

180. **S8.** Teacher, este . Are the two. Si nuevamente there are, no mentiras. Are there the two books?

181. **T.** Are there two books? (..) Podrías hacerla un poco más completa ahí la llevas bien pero podrías hacerla un poquito más completa. ¿Dónde están esos libros?

182. **S8.** The (..)?

183. **T.** Ok. Too many books on the table, por ejemplo. ¿Cierto? Repítela

184. **S8.** Es que la estoy escribiendo Are there two...

185. **T.** Si..

186. **S8.** Hay ahí bueno ahí hay dos libros books porque libros books.

187. **T.** Pero Bueno me habías dicho que eran libros de matemáticas. The math book

188. **S8.** Si, si. (..) Ah primero va Math

189. **T.** Mj (Teacher's approval)

190. **S8.** Are there two...

191. **Ss.** Jejeje

192. **T.** Are there two Math books... ¿Dónde?

193. **S8.** Ehhmm in (*tervor*) on *tevor* ¿Cómo se dice? Sobre la mesa

194. T. On, on the table se dice.
195. S8. On the table. Help me jejeje
196. T. Entonces, repite tu pregunta otra vez
197. S8. Mjj. Espere que la borre profe jejeje
198. Si yo se,
199. Are there.
200. Yeap
201. Books
202. Books
203. And the table
204. On the table. On recuerda que es la preposición on sobre la mesa.  
On the table
205. On the table
206. On the table. On the table. Very good
207. On the table (The student continues repeating.
208. There are some guys in the park
209. Are... Are there. Si continua
210. Are they some guys in the park?
211. Mj, la estructura está bien yo te cambio una cosita, no la hemos visto pero es valida pero es válida para esa pregunta. ¿Usaste el some en la pregunta? En las preguntas hacemos uso del any, en la anterior oración utilizamos some porque son afirmaciones. ¿Bueno? Hay una excepción pequeñita con some pero eso la vamos a ver en el segundo módulo ¿Vale? Pero entonces para tu pregunta no sería some sino que sería any. Me podrías repetir la pregunta otra vez por favor
212. Are there any guys in the park?
213. Excellent. That's it. Are there any guys...any guys in the park?  
Very good
214. Profe una pregunta sobre (...) a perdón sobre la mesa. Ese (de) cómo lo escribo?
215. Deletrea en español 't' 'h' 'e'. On the
216. Ahhh ok
217. The
218. There are two students trying to talk at the same time.
219. Profe cómo se dice silla
220. Chair
221. Entonces pregunto: Are there twenty chairs in the (..) 'sho'
222. In the school
223. Ahh in the school
224. Very, very good.

225. Excellent work. Carolina lee tu ejemplo otra vez
226. [...]
227. Una persona diferente a quien la profe le dio el turno para hablar.  
Bueno como me quedo me quedo
228. Are there two math books on the table?
229. Are there two math books on the table? Very good. That's it. Good work. ¿Cómo vamos en este tema de there is y there are? Mejor? Easy or difficult?
230. There is a cat on the box
231. Me parece comprensible
232. Ok good
233. Sí me parece interesante, cuando uno empieza a armar oraciones ahí es cuando uno dice ah caray!
234. Jajaja
235. (...) Es que es singular, es que hay que estar atentos
236. Aja y también estar atento a la pregunta porque tenemos ahí una variación en el orden. Recordemos que el inglés es estructural, hay una pequeña variación cuando es pregunta, afirmativa negativa. Cuando es pregunta cambia totalmente

### Appendix H. Sub-Category 1

---

#### Research question

How do the students' beliefs about digital literacy experiences influence education course at a Colombian private university?

---

Category level 1	Category Definition 1	Examples: Taken from each instrument in order of relevance in the analysis done.
Students'	Beliefs can be defined as the set of	Instrument 1. Participant response in the Online questionnaire: S7“El aula virtual me ha brindado grandes



Beliefs about their experience with the English Distance course.	thoughts and reflections about a certain thing, person or topic. They are basically what we think about something, and can be based on personal reflections through experience.	<p><i>oportunidades</i> de enseñanza y herramientas”...</p> <p>Instrument 1: online forum. Student’s response to the question: How has been your learning experience in your English course with the Moodle platform?</p> <p>S1 “<i>ha sido buena ....</i>”</p> <p>Instrument 2. Participant’s answer in the online forum with the question: how do the place where you live influence in your learning process through the virtual platform?</p> <p>S6 En cuanto al aula no influye el aprendizaje a distancia ya que se brinda a todos los estudiantes sin importar su ubicación en el país las mismas herramientas y temas a tratar.</p> <p>Instrument 3. First Videoconference. Student asking about the opportunities that the LMS provides:</p> <p>358. S3 Profe una consultica, en el caso del workbook este da un 10% en la nota final en caso ¿que</p>
--	---	---

---

workbook sea una nota muy bajita  
eso nos afectaría para la nota final?

360. Si señor.

361. En ese caso ¿tenemos muchas  
**oportunidades** para realizarlo?

Entonces, ¿él se queda con un  
porcentaje las veces que yo ingrese o  
se queda con la nota más baja?

362. Gracias por tu pregunta. Se  
tiene en cuenta la nota más alta.

## Appendix I. Sub-Category 2

### Research question

How do the students' beliefs about digital literacy experiences influence distance education course at a Colombian private university?

Category level 2	Category Definition 2	Examples: Taken from each instrument in order of relevance in the analysis done.	Coding R
------------------	-----------------------	--	----------

Students' Beliefs about Digital literacy experiences

How students locate, consume re-create and communicate Digital content.

Instrument 1. Online forum. Four students' response to the question: How has been your learning experience in your English course with the Moodle platform?

S2. 'Buena, porque los temas que están en los diversos materiales de estudio están bien indicados y me ayudan a realizar diversos compromisos. A las diferentes actividades que nos asignan en la plataforma como el Workbook, Integrated-Skill Assignment y los exámenes presenciales'.

S3. 'Una experiencia muy satisfactoria ya que me ha permitido a través de sus herramientas, enriquecer todo mi proceso educativo y especialmente inglés en donde por medio de las lecciones y los ejercicios de práctica puedo identificar como va mi proceso y contar con un orientador disponible a aclarar todas mis dudas, también se convierte en una forma de ver inglés de manera, menos ortodoxa donde se disfruta de las lecciones y de una vez los ejercicios de práctica donde **afianzamos el conocimiento** adquirido.'

S4. Buenas noches, confieso que siempre le he tenido miedo al estudio del idioma inglés, tanto presencial como virtual, pero ahora que lo estoy aprendiendo a través

Response about digital literacy & communication with the Content

de esta modalidad me ha gustado. La plataforma me parece que es de fácil manejo, propone actividades interactivas y su metodología contiene formas didácticas para facilitar el aprendizaje y hacerlo más ameno.

**S10.** La experiencia es buena ya que la información sobre el tema se lleva por medio de un cronograma y modulos de aprendizaje que permite organizar el tiempo y practicar para el siguiente modulo con ayuda de los workbooks y actividades extra que permiten **fortalecer el conocimiento** sobre cada tema. Esto ha ayudado a que aprenda los temas de una **mejor forma y conocer su significado al apoyarse de imagenes** permitiendo recordar al relacionar, además el tema de pronunciación siempre es complejo sin embargo, la ayuda de los audios por medio de conversaciones ayuda en este proceso.

Instrument 2. Online Questionnaire. .Four students' response about their learning experience in their English 3 course.

**S2.** Si, porque al ingresar al aula virtual encuentro diversos contenidos de estudio y cada uno de estos son una guía para mi aprendizaje en este espacio académico y me ayudan a aclarar mis dudas en alguna

cuestión que se me presente. Además, la plataforma maneja un excelente método de aprendizaje, en el cual nosotros como estudiantes tenemos la posibilidad de **adquirir los conocimientos** de una manera fácil y organizada.

**S3.** por que me ha permitido enriquecer mas mi **conocimiento en esta área**, por medio de las temáticas vista. He avanzado en mis **conocimientos** en el inglés, gracias a las herramientas utilizadas en el aula virtual, contaban con una buena explicación de cada uno de los temas allí presentados.

**S6.** Te dan buenas metodologías de aprendizaje

**S9.** durante el desarrollo de las estrategias he desarrollado un mejor análisis de textos en inglés y de obtener nuevo vocabulario

Instrument 2. Two students' response about feeling prepared/ready to study in the English 3 course.

**S2.** Si ,porque tengo la oportunidad de guiarme con los materiales que me facilita este espacio académico de inglés III practicando y observando cada uno de ellos para poder realizar las actividades de forma correcta.

**S10.** Si, ya que se suministra la información a tratar, además el apoyo de ejemplos y actividades interactivas refuerzan este aprendizaje.

Instrument 3. Transcription video conference 1. The teacher is reinforcing the topics studied in the lessons proposed in the virtual course.

**21. T** Give me other examples about verbs. (5 seconds of silence).

**22. S1** ¿Verbos?

**23. T** Yeap. Ajá

**24. Ss** Mmm (you can hear students turning pages from their notes). Verbos, verbos, eat, cook, can, have (5 seconds of silence).

**25. T** Ok. Very good. Now give some examples of adjectives.

**26. S3.** Wonderful.

Instrument 3. Transcription videoconference 1. The teacher is giving some instruction to continue practicing writing simple sentences.

**118. T** Ok. No problem. No problem. Piensen ahí un minutico el ejemplo, vale si quieren lo pueden escribir en el papel y

ahorita lo leen, no hay problema, lo importante es que nos quede clarita la estructura. Bueno, there is, there are. ¿Cómo se usa si es afirmativo? ¿Cómo se usa si es negativo? Y ¿Cómo sería la estructura en el caso de al pregunta? Cierto porque allí cambiamos un poco los elementos.

**119. Ss** (You can hear students turning pages). (30 sec.)

**121.. T** ¿Alguien ya tiene su ejemplo?

**122. S1** No profe, espere un momentico.

**123.. T** Aja, no importa. Claro que sí yo espero.

Instrument 3. Transcription

videoconference 1. The students are participating through chat.

**148. S3** (writes in the chat). There are cars in the house.

**149. T** Mmm. Ahí podrías decir some..... There are some cats in the house or there are two cats or three, four or five or whatever...

**150. S3** Ah! Y no me.. Ah si, el número de carros.

**151. T** Puedes decir el número, si no

quieres decir el número, puedes decir la palabra some que sería algunos.

**152. S3** ¿Cómo se escribe profe?

**153. T** 'ese' 'o' (the teacher starts spelling the word 'some' in Spanish).

**154. S3** Ah no, ya me acordé como se escribe.

Instrument 3. Transcription

videoconference 1. The students are participating through chat.

149. **T.** Excellent. There are some canaries in the garden. Excellent. That's it. A question please. ¿No se quieren arriesgar con las preguntas?

150. **S1.** ... Ya pere. Profé espere. There are two dog. Profé, ¿Está bien?

151. **T.** There are two dogs.

152. **S1.** ¡Ay no!

153. **T.** No, no te preocupes. Para eso estoy aquí para ayudarte y corregirte.

154. **S1.** There are two dog.

155. **T.** There are two dogs. Acuérdate que si es plural suena la 'ese'. Dogs suena la 'ese'

156. **S1.** Y al escribirla, también suena la 'ese'? Profé

157. **T.** Si, porque estas hablando en plural. There are two...

158. **S1.** ¿Pero cambia en algo? Escribir dos..dogs. Mm. Tengo que escribir

159. **T-S1.** ¿O sea perro?



160. **T.** Tienes que escribir perros y tienes que pronunciar perros.

161. **SI.** *There are two dogs*

Transcription video conference 2

12. **S4.** Profe una preguntica.

13. **T** Dime.

14. **S4** Una de las cosas que usted nos explicaba, no la anoté porque pensé que podía escuchar la grabación es que para identificar bien los 'nouns', 'pronouns', bueno verbos adjetivos, las preposiciones, usted nos decía que había como, bueno usted nos da unas clavecitas, porque en el examen es una de las cosas que más me costó ¿cierto? Porque uno lee pero como no comprendo todo el texto entonces es muy difícil para contestar eso.. entonces cuando nos ponen a rellenar los espacios ¿qué palabras son las apropiadas?

### Appendix J. Suc-Category 3

#### Research question

How do the students' beliefs about digital literacy experiences influence distance education course at a Colombian private university?

Category level 3	Category Definition 3	Examples: Taken from each instrument in order relevance in the analysis done.
------------------	-----------------------	---

Students' Beliefs about Digital literacy experiences

Instrument 1. Online Forum. Two students' response about their learning experience in their English course.

S1. ha sido buena aunque en los enlaces que mandan no he podido completar las perspectivas que trae el módulo y el de los audios.

S4. durante el curso de inglés ha sido de facilidad utilizar la plataforma, además de eso he logrado un aprendizaje significativo aunque es algo complejo a la hora de escuchar los audios presentados en el curso de inglés debido a la rapidez con la que hablan.

Instrument 2. Four students' response about whether digital content answers academic questions

S7. Hay preguntas sobre algunos temas los cuales no son totalmente abordados en el aula y se tiene la posibilidad de hacerlas saber al docente pero deben haber más docentes que estos tienen mucha carga académica y no alcanzan a solucionar en su totalidad.

S8. Siempre quedan dudas.

S3. casi todas, aunque me gustaría profundizar más algunos temas.

How students locate, consume, re-create and communicate Digital content.

S4. contenido va de acuerdo con la temática ofrecida, aunque en algunos momentos las actividades que se proponen son bastante difíciles de comprender. Se necesita tener mucha cultura general para acertar en algunas respuestas. Es muy importante reconocer la oportunidad que se nos brinda al poder repetir las lecciones y las actividades que generan aprendizaje.

Instrument 3. Transcription video conference 2.

168. T ¿Cómo vamos? ¿Vamos aclarando dudas?

173. S9 Ay más o menos.

174. T ay S9, ¿cómo así?, no me asustes, que más o menos...

175. Lo que ocurre profe es que cuando, cuando uno y mira, por ejemplo en un texto o los tiene que colocar, digamos todos, how much, how many, es cuando uno digamos se confunde.

176. T Ajá

177. porque, bueno, así trabajarlos, digamos separados pues... pero ya cuando... va uno a seleccionar y a par por ejemplo, de varias preguntas o completar el texto, ya es como le surgen a uno las dudas porque no sabe utilizar...si es any, si es...some

178. T Ajá

179. S9 bueno, cuando uno habla de dinero y de...de dinero y de tiempo, pues uno dice que es how much...

180. T Ajá

181. S9 y cuando ya se pueden contar, pues how many pero a mí por ejemplo, cuando ya están los cuantificados en esta clase de textos, o ya en oraciones y que hay que mirar cual, por ejemplo el some o many, me confundo bastante.

