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Learning interaction: a necessity for blended learning

Introduction

The current way of teaching is questioning on how to form the student's personality in the most appropriate way to master conceptual, procedural and attitudinal skills for life and for a profession, but also when learning a foreign language for international communication those skills are important in grasping the cultural expression of that particular language, and in this world, it is English that expression of culture people learn for international communication, so it is also the way of updating or educating undergraduate students in Ecuador from technical or humanistic viewpoints.

A classic example of that teaching is to use active learning techniques in the classroom, adding a virtual presence in a social web that complements. But effectiveness is not as it is defined by UNESCO priority to meet the concerns of the students at this time on what they learn, and how they acquire knowledge. The students' reflection has revealed some deep concerns, and the most pressing of these is the need to find a balance between education and vocational training.

Before today's challenges, no research study about blended learning provides a new and different framework from a traditional educational implementation; however, Ecuador has not yet achieved the standards of excellence required or explained in the best ways to incorporate classroom learning in English with blended learning activities.

Generally, learning foreign languages must combine the good will and dedication of the students themselves, mainly in technical careers as Civil Engineering, Agricultural Engineering or Forestry and Environment that combine training in the profession with the general cultural formation. Therefore, it takes much of students' real desire to learn and practice self-control and self-demanding to help the process of learning from cognitive independence, and the use of teaching aids that are of major significance in the development of knowledge and contribute to the balance between education and training, especially in careers that demand cognitive independence as Civil Engineering.

That is why; this research is aimed at analyzing the treatment given to the formation and development of oral communicative competence in current conditions that combined modalities between the tutorial and face to face to be present in the classroom for English teaching and learning for Civil Engineering.

The tutorial modality is the personal attention that makes an academic tutor who is also a professor aimed at supporting students who require strengthening their learning processes related to the theoretical and heuristic knowledge of educational experiences.

Tutorial teaching and learning differs from face teaching and learning that is characterized by the physical presence of the students and the teacher in the classroom, which for oral learning of a foreign language and the development of communicative competence is essential as context interaction among students.

Development

In Ecuador the teaching of English has been changing recently, but this subject was not given much attention some time ago. English was taught in public educational institutions for a few hours with traditional methods for language teaching where attending to the structural –behavioral class was the base of all procedures. Students found it difficult to learn the language and often it was turned into a boring and not motivating activity.

The use of active methods on the communicative approach in language teaching allowed the inclusion of media education as the recorder, supporting texts, and video files from other laboratories, which facilitated the shift in teaching and learning English, but these conceptual changes involved technological means that even today emerge and develop rapidly.

In Civil Engineering, the application of active methods and integrators by using technology for learning English language teaching tends to develop oral and written skills, to achieve understanding of the information and communicate clearly and effectively with the speakers of this language. This emphasis on learning English helps to ensure the future graduate students profile that shows the high professional competence and technical training, to reaching to compete with parameters for other graduate students from other universities.

In this educational environment the educational processes are complex. All new knowledge generates several processes between the teacher and students involved to use an adequate method of communicative interaction between them, which, in turn, allows the realization of teaching and learning as they complement in the educational practice.

Teaching is directed to students to develop their intellect, their attitudes and feelings, but this individual process occurs through a social exchange that begins with the teacher's action.

It is emphasized that all teaching situations eventually become learning situations for students, especially when it is prepared in a foreign language that everything becomes interaction. Thus, the teaching experience of these

researchers indicates that a confusion or identification of learning and teaching very often occurs when teaching is not focused on learning if the teacher really does not get into the position of the student and all educational procedure is justified and evaluated under the results obtained by the student.

A student learns well, while the teacher facilitates the act of reasoning, and guides him to learn how to do it; if the students have no experience in this regard, the teacher facilitates learning situations and guides. In short, teaching is one thing, learning is another, but on their dialectical relationship depends the success of the process of learning English and any other language because it is communicative interaction.

For Alvarez de Zayas, C. M. (1999). The process of teaching and learning is a process of communication and socialization ; where the teacher communicates - exposes - organizes - facilitates the acquisition of the scientific content, but at the same time the students also communicate with the teacher, they show what they have learned in the community and everywhere as social communicators to interact with others.

The process of teaching and learning must be seen as an integrated process of pedagogical elements, but the school context also supplies the process of interaction and intercommunication, in which no positive results are achieved without the positive role, attitude and motivation of the student, and it is the process with all its conditions and the possibilities of knowing, understanding and training any student as an integral personality.

In learning foreign languages, it is necessary that the conceptual, procedural and attitudinal skills have enough attention in the process so that the user of a given language can be considered competent and develop the communicative competence to interact with others with all the necessary tools.

According HD Brown (2000): "Learning a second language is long and complex. Every person in the discussion in a pursuit ends beyond the first language in a new language, new culture, new thinking, feeling and acting. A total commitment, total involvement and total physical , intellectual and emotional response are required to send and receive messages successfully in the foreign language ... learning a language is not a set of easy steps that can be programmed ... the successful learning of a foreign language is not achieved nor framed on the walls of the classroom. "This indicates that the face to face teaching must be present in the classrooms and in virtual scenarios too; face to face should accompany the virtual forms of interaction that are arising in the transformative environment that prevails in the teaching and learning process today.

So, the process of learning English at the University is not only to follow the curriculum but to facilitate the learner's autonomy. The authors of this study agree with Valenzuela (2003) when he argued that today: "The University should promote the optimization of their methods, train their teachers and attract update mechanisms, to articulate them as a means of supporting the activities previously planned ". So the teacher will also promote the planning and control of students' learning and provide tools to achieve these increasingly higher levels of autonomy, as that is the tendency in education with the use of technology and the needs of independent learning.

Seen through the use of technology learning, English has been completely overhauled in educational institutions. A first transforming moment occurred in the learning of foreign languages, around the seventies of the last century, and it is related to the assumption of broad and comprehensive view of the concept of communicative approach, with which the change was not only limited to the quantitative, but qualitative nature, from a structural design to functional design to learn the language with direct exchanges between users of the language. A second point is due to the revolution marked by telematics , robotics and communication highways that lead inexorably to a cyberculture that shortens distances and time with virtual exchanges (A. Merayo , 2000 J. Rodríguez 2004).

From that first moment , the communicative approach makes emphasis on the leading role of the student for his or her language acquisition, in which learning is an active and creative appropriation of culture by the learner who seeks for the constant self-improvement and self-determination of his or her autonomy in close relation to the processes of socialization , as expressed by Doris Castellanos, et al (2002) and addressed by several authors from different angles of study as F. González (1989) , F. Addine and others (2002) , M. Silvestre and P. Rico (2003) , F. Addine and G. García (2004) , M. Martínez (2007) , Alfonso M. (2010) who emphasized experience from experiential learning to achieve a higher level of cognition, with which to stimulate reflection, not only cognitively, but also affectively and the unity of both elements as a system.

The English teacher must face the daily challenge of finding teaching strategies that promote learning of the English language as a targeted language to the overall growth of the students and their competence in the foreign language from the appropriation of the knowledge and skills to be active speakers who can process and use knowledge in close liaison with their attitudes and values.

Oral communication is a way of expressing what one thinks without barriers to communicate orally effectively to bring information with other devices via a primary interactive channel. Oral communication serves as a tool for communicating in the foreign language, so to master it the students have to attend all verbal and nonverbal expressive possibilities, which in a language learned outside their natural context implies intentionality on the part of teaching and learning. Therefore, the importance of learning nonverbal strategies to complement oral devices is crucial. Mehrabian, a social psychologist, identified that the total impact of a message is about 7% verbal, 38% by voice (tone, rhythm, etc.) and 55 % non-verbal resources which prove the need of interaction.

The inclusion of foreign languages for specific purposes in the curricula of colleges and universities in Ecuador has required a great effort for teaching. Oral skills can be developed starting from the other language skills. Thus, on the basis of a written text, the teacher can make oral summaries about what the students read, the same can be made after the student hears or writes about a certain topic to discuss and opine.

But the achievement of learning English communicatively continues to be an easy from pedagogical practice. Y. González offers different concepts and elements that affect the current situation, which is not at all favorable for the development of foreign language skills.

1 " Emphasis on oral repetition rather than on oral communication. Tend to ask questions that require short answers instead of inducing conversation, the use of mechanical oral repetition exercises to sing the melody and meaningless practice for the student.

2. Discussion of reading by asking questions that do not contribute to the development of more advanced thinking skills, which are enclosed in the current curriculum.

3. The tendency is to translate into Spanish everything the teacher says in English and even use Spanish exclusively to provide explanations and guidance to students. This practice helps to develop listening skills and the student simply waits explanation in Spanish.

4 Exaggeration using silent reading in class, often replacing the active reading."

To encourage the development of oral communication, it is necessary to organize the teaching and learning process to achieve the development of speaking skills, so different linguistic aspects should be considered in an integrated way, because if they are still separated, they would inevitably lead to a mechanical approach.

The second turning point occurred at other stages of learning. As it is known, the face to face modality is now shared with other forms that accelerate or contribute to achieving the objectives in any teaching and learning process. In Ecuador, teaching English has been considered with the tutorial modality as another opportunity to learn the language in which technology plays a major role in the development of autonomy to learn.

The tutorial modality in teaching and learning English covers more broadly methods for knowledge transmission in various ways. In European and American institutions of higher education, tutorials have a long tradition. In USA tutorials serve to elucidate the challenges of learning between the learner and the tutor in less intimidating classroom situations (M. Dunn, 2005; Allen, 2007). In England, the tutorials are the only form of doctoral education; in Spain they have been developed especially in secondary education (Rus, 1999) and in higher education they are used to get interaction from the distance in virtual contexts(Aretio, 1996).

In Cuba there is a history of remote tutoring using technology, such as radio and television, for basic and secondary levels of education that allowed developing a concept of blended learning in teaching. In Ecuador there is no a teaching place or university, without establishing political and strategic guidelines for training provided by universities, as it happens in Colombia and Venezuela. However, there are two universities with a significant number of training programs for teachers which have the largest number of students, comparing with other universities: Universidad Central of Ecuador, in the city of Quito, and the Universidad Técnica Particular de Loja, in Loja, to offer distance education.

The student takes an active role in learning when performing tasks responsibly oriented, analyzed and discussed by the tutor with the student in the planning, implementation and evaluation of the activities.

Another sense of tutorial teaching is associated with the tutorial competition featuring games, in general. One of the main difficulties that arise when trying to define the concept of mentoring is related to the diversity of meanings in games, linked to a large and dense conceptual field that refers to various meanings of mentoring, therefore, different functions and practices (Sánchez Puentes, 2000).

Tutoring is also conceived as a form of educational provision where the teacher supports a student or group of students in a systematic way, through the structuring of objectives, programs areas and appropriate integration of groups teaching techniques as certain criteria and mechanisms for monitoring and control, among others (Alcántara, 1990). In a different pedagogical mentoring relationship which provides teaching to large groups is encouraged; in this case the teacher assumes the role of director or " senior companion "; exercising his softened authority to almost nothing; then the atmosphere is much more relaxed and friendly (Latapí, 1990).

The National Association of Universities and Institutions of Higher Education (ANUIES , 2000), as institutional proposal defines mentoring as a process of support for the training of students as embodied by personalized attention to a small group of students by academic competent and trained specialist for this function. It is different and yet complementary to teaching in a classroom setting, but not replace it.

From a sociological perspective, this accompaniment is recognized as the emotional energy explained by Randall Collins (2004) as the main motivating force in social life for love, hate, work, consumption, religion, etc., Which goes from the highest degrees of enthusiasm, self-confidence , initiative to the lower of apathy , depression and regret. This energy comes from regular interactions associated to success or failure with forming emotional strings with others in conversations, family meetings, daily work, political and social affiliations including patterns of social relationships that the literature about it does not explain still on teaching and learning, for which the tutorial modality presents broader possibilities of inquiry and investigation.

Tutoring can also be linked to the teacher to provide support to students in their school to making the right decisions, recommending literature or just exchanging views on the academic life of the institution; it can also be placed in relation to the training of researchers in a particular scientific field. When speaking of mentoring for teaching research relates to different functions that require another tutor profile and develops appropriate to achieve this purpose (J. Cebrian, 1998) particular institutional conditions. What makes the difference here is not really the nature of the research, but the use that is given to it, and in particular the institutional conditions that accompany it. In both practices requires the commitment of both players , the student and the tutor , embedded in an academic space where individual links are established through everyday relationships , links , delimitation of

identities, expectations, rituals, myths and beliefs etc.. Academic life is expressed through contextual references, trivial details of everyday communication, the communicative function that is practiced in every situation of exchange and interaction.

In the field of research the tutor refers to the researcher who is responsible for the student academically; who establishes working relations and create a specific project for training the student (Sánchez Puentes, 2000). It is in this space mediated by multiple situations where it jeopardizes the future training of research. " .. The formation is a process of transmission and assimilation of knowledge regarding a discipline, the particular skills of this and a conception of life." (Piña, 2000:89).

Most relevant in this process is the fact that the tutor transmitted primarily a skill to the researcher. So that makes the authors of this study to agree with Sanchez Puentes (2000) who noted that the tutor researcher transmits three types of knowledge: theoretical, practical and significant.

a) Theoretical knowledge relates to theories and socially recognized knowledge, paradigms, theoretical assumptions and conceptual frameworks.

b) The practical knowledge form the set of strategies, and the researcher's skills. Through this type of knowledge the student is taught and learned to problematize, to substantiate the theory, to conceive the theory as an analytical tool to organize, analyze and interpret information. Each of these research tasks consists of many different operations that require theoretical knowledge, skills and strategies.

c) Significant knowledge. The tutor also taught to question about the ultimate goals of the research. It refers to the meanings and ultimate objectives that knowledge generated. So an attitudinal character to this knowledge is imparted.

The use of learner-centered and learning orientation by using tutoring modality requires training and cooperation from different university actors. Often this improvement is encouraged from the classroom educational activity, therefore, they are closely related to tutorials in education. (J. Borges, 2009)

The State University of Southern Manabí (UNESUM) emphasizes studies and training needs of human resources in curricular redesign to update the contents in relation to the powers to develop them.

The implementation of various actions to continue responding to the social demand through relevant, renewed and updated academic offerings to ensure a solid professional, scientific, technical and humanistic training as a vital educational goal is constant.

The tutor has the ability to be not only a teacher, but also the one who provides necessary assistance to the student. According to Torres and Velasco, the tutor is "the person that allows all levels and functions that are present in the student's comprehensive education and training" (Torres and Velasco, 1991) For them, the ultimate purpose of the tutor is the orientation of the individual student in all areas of training and that includes to work indirectly with all those who are directly involved in education and life school student.

In higher education the relationships in tutorials consist of a strategy for teaching - an expert in leading and guiding this process on the basis of re- learning situations that are characterized by a greater independence and autonomy of the learner, but under the direction and observation of the tutor.

"The content of the tutorial will be directed to the realization of the educational strategy in response to the major students' needs, identified in the diagnosis, the characterization and evaluation." This is also important in the Ecuadorian context. So the tutorial modality is the most flexible for the organization of content, which requires single precision from diagnosis to achieve the stated objective.

Today new considerations about the tutor and the roles in student services in higher education arise. Thus several authors have addressed the issue from different approaches and perspectives. For example, the professional performance of the tutor for teaching in elementary school as micro universes (Ponce, 2005), the tutor and their role in intellectual production (Añorga, 2002), mentoring from the professional role of the teacher (White and Recarey, 2002), training of teachers and the tutor as a challenge to educational professionalism (Chacón, 2002), the tutor and the tutorial process in the continuous formation of new graduates (Rack and Del Toro, 2004), the tutor as counselor and guide university campus (Collazo, 2006; Ojalvo, 2006), among many others. This broad reflection on mentoring and tutor are indicative hints of the strong interest in this issue.

All these approaches indicate a recognition of the roles of tutors and mentoring as a strategy to raise the quality of education, which further leads to the need for reflection on the objectives of the modality and how the tutorial and those issues complement teaching and language learning.

Considering then these general issues warning the importance of mentoring and its impact on the cultural development of students of different levels of English acquisition.

Tutor has been assigned different roles depending on the position assumed and the student will continue his or her vocational training needs. So, the tutor in a virtual environment should take advantage of technology to assist and offer emotional energy to students while learning.

This tutor mission fits the one expressed by Vygotsky in the support of peers in the development of the Zone of Proximal Development. An area that becomes a vehicle for communication for the future professional.

Specialized sources for teaching and learning English, in one way or another support the value of student leadership in this process, and in many cases offer ways and methods for their realization (R. Antich et al, 1986). Unquestionably, to achieve student autonomy for learning is a desired goal to be channeled through communication and the growing needs of the student in this process.

That autonomy through the communication process in foreign languages is also needed for the professional preparation and it is an integral component of training for the profession that encompasses much more than the formal classroom time. Student self-motivation makes possible his communication training in other contexts and in informal situations with no apparent relationship to the profession, so to be consistent with Borges who said "... professional motivation is characterized by the existence of various motivational training involved in the regulation of the profession, while expressing positive emotional experiences in their achievement ... "(2006, 59) that explains methodologically a different and current modality in the English teaching-learning process in the training of professionals in civil engineering and other technical fields in the current technological circumstances.

Modern life involves technology in every action that is undertaken. And that could also facilitate the students' development of the oral code in English by their active involvement in learning a foreign language at the university and giving a face to face and virtual interaction a chance.

To complement formal and informal contexts for learning a foreign language: face to face and tutorial teaching, increase the development of oral communication in the language from a modality that combines the classroom and tutorial activities which has been called blended learning whose objective would always be communicative interaction among students.

Conclusions

It is imperative that the teacher provides adequate attention to the student based on his starring role in learning English from the face to face and tutorial modalities. Likewise, it is necessary to transpose the formal boundaries of the subjects to have prosperity in the educational reality and the students learning, based on stronger links with other subjects in the curriculum, to ensure the formation and development of attitudes and values, and the appropriation of knowledge and skills, common and specific frames from English, as an expression of an interdisciplinary approach.

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