Thesis

The role of English Tutors at San Juan Bautista Private University for Absolute Beginner English Students: A case study.

Submitted by

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To opt the academic degree of Master in Educational Sciences in teaching English as a Foreign Language.

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The role of English Tutors at San Juan Bautista Private University for Absolute Beginner English Students: A case study.
This is dedicated to my husband and children because without their support and motivation I would not have been able to complete this work.

Thank you, from the bottom of my heart!
Acknowledgement

I thank God for giving me the health I needed to successfully complete my master studies. I also thank my advisors for the motivation, patience and support I received from them.
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Abstract

The main purpose of this work is to support San Juan Baustista Private University’s students who did not have the opportunity to study English properly at their schools giving them the necessary personalized pedagogical teaching, so that they can understand how they should study the language and in this way they would be able to join their future English studying groups without problems. The second objective is to prevent these students to develop learned helplessness or to help them overcome this problem with the personal teaching of an English academic tutor.

Historic evidence, after more than 40 years of experience, shows that a language cannot be learnt within the range of such a limited time of exposure. For this reason my proposal is that students who have very little or no English knowledge, should count on English tutoring to guide them in the beginning of their learning process.

Keywords: tutor, absolute beginner, false beginner, independent learner, autonomous learner
Introduction

The purpose of this research is to demonstrate that academic English tutoring at San Juan Bautista Private University (UPSJB) plays an important role for beginner university students (first cycle), whom are known affectively as "cachimbos" in their process of learning English.

Students’ academic step from the school to the university is not homogenous. Each student has to adapt him/herself according to their own reality and knowledge. This adaptation process is often unfair because, although UPSJB offers the same opportunities for all their students, not all the students enter with the same prior knowledge. English is a subject that requires a lot of practice and it must be a compulsory course for all Peruvian universities. The student who did not have the opportunity to practice it properly at school may feel that he/she is at a disadvantage compared to his/her classmates and it may be an obstacle to get his/her professional title.

We realized this problem three years ago, when the author of this work was teaching English at the UPSJB and it was when we decided to do this research in order to help this group of less privileged students, especially for the students who come from remote parts of the country to the capital to study their professional careers and cannot advance in the same conditions as their classmates because they do not have any prior knowledge of the target foreign language.

We think that with a personalized academic English tutoring in the first levels of the course, “the cachimbos” could have the necessary pedagogical guidance to cover the gap found in this subject. This research will be a significant contribution for the UPSJB
and it would be suggested to add this contribution to its strategic plan to take this investigation into consideration.

The framework of this research is as follows: in chapter I we determine and formulate the specific problems. We also mention general and specific problems with their objectives. The scope and relevance of the problem is also punctuated in this chapter and the limitation of this research is also detailed here.

In chapter II we show the theoretical framework which includes research background, theoretical bases and the definition of some key terms mentioned in this thesis. The variables involved in the research are shown in chapter III.

In chapter IV the methodology used for this research is specified. The research approach, type and design is cited. The population and sample, techniques, instruments of data collection and the statistical treatment are also included in this chapter.

Finally, in chapter V, we demonstrate the results of all the research. It includes the validity and reliability of the instruments, presentation and analysis of the results and the recommendation for this work.
Chapter I

Research problem

1.1 Determination of problem

In July 2014, the Peruvian government promulgated the University law No. 30220, which stated that learning a foreign language, such as English, or a native language like Quechua or Aymara, was to be mandatory for all undergraduate studies. For that reason Peruvian universities must now include English in the curriculum for all the majors they offer.

The law does not specify the levels or the number of pedagogical hours that universities should allot to English classes. For that reason there are still some universities that have not included this course in their programs yet. We assume that they will do so in the upcoming terms, since all graduating students from 2014 - II term must have taken this course to get their bachelor’s degree. Some universities have started since the first or second term; others will have to start from the advanced ones.

The chart below shows some of the Peruvian universities that have already included English in their academic programs:
<table>
<thead>
<tr>
<th>Name of Peruvian universities</th>
<th>Number of pedagogical hours given weekly</th>
<th>Included English in:</th>
<th>Levels of English to be taught.</th>
</tr>
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<tbody>
<tr>
<td>Universidad Peruana De Los Andes UPLA</td>
<td>4 h. once a week</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester</td>
<td>4</td>
</tr>
<tr>
<td>Universidad Privada San Juan Bautista UPSJB</td>
<td>3 h. once a week</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester</td>
<td>4</td>
</tr>
<tr>
<td>Universidad Peruana Cayetano</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heredia UPCH</td>
<td>3 h. once a week</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; semester</td>
<td>4</td>
</tr>
<tr>
<td>Universidad Ricardo Palma URP</td>
<td>3 h. once a week</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester</td>
<td>2</td>
</tr>
<tr>
<td>Pontificia Universidad Católica del Perú PUCP</td>
<td>(n.a.)</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; semester</td>
<td>Basic level</td>
</tr>
<tr>
<td>Universidad Católica Sedes Sapiences UCSS</td>
<td>(n.a.)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; semester</td>
<td>3</td>
</tr>
<tr>
<td>Universidad Peruana Las Américas Universidad Marcelino Champagnat</td>
<td>2 h. once a week</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; semester</td>
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<td>Universidad San Ignacio de Loyola (USIL)</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt; semester</td>
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*List of web links of some universities that have included English in their classes*

San Juan Bautista Private University (UPSJB), where the author of this study works, is one of the universities that has included English in its curriculum and they have allotted three pedagogical hours to this subject once a week. It is taught in four levels: in the first and second semester English I and II, in the fifth and sixth semester Technical English I and II. The students’ book has interactive Cd Roms with complete audios and transcripts. Teachers teach in large classes, (an average of 30 to 50 students per class), where students have different previous knowledge of the target language. Students come from various contexts, where they have received different levels of English classes, from the most elementary to students who are studying intermediate or advanced level in language centers of the country. However, the same level of English is offered for both groups of students as mandatory. Students from
language centers will have fewer difficulties with the course, but what about the group of students who have elementary level or who have never understood English at school and are now forced to study it?

To understand the reality of the latter group, whom Beare (2016) called absolute beginners, that is, “learners which have had no or very little English instruction”, we need to take a look at the reality of Peruvian English language teaching in public schools. English in Peru is taught as a Foreign Language (EFL), which means that English is used only in the classroom. In a comprehensive study of the EFL situation in Peru since 1998 to date, Oré (2013) stated that

English teaching in Perú comprises a compulsory course that is taught from first to fifth grade of secondary public schools (...). Developed within the framework of the curriculum program nationwide, the English course is a subject that high school students study compulsorily for two academic hours once a week throughout the system of public schools, (p.118, own translation).

It is relevant to state that since 2015 the Ministry of Education has increased the hours of English in all the Emblematic National Schools at the secondary level, from two to five hours. This is a special program that has been recently implemented and its results will expectedly be seen within five years. However, most schools still only offer two hours of English classes per week.

Students need massive amounts of exposure of the target language in order to successfully learn it (Muñoz, 2006). The lack of exposure is one of the reasons students are not able to understand tasks and they feel frustrated when they cannot do their homework. For that reason this group of students thinks that English is too difficult to be learnt.
Another reason is that students who have studied in remote parts of Peru with no exposure to English, because they did not take any English course at school and they came to Lima to get their university degree to return to their native places after having their title, now they are forced to study a language that they probably will never need. Oré (2013) summarizes this circumstance:

As shown in the experiences of teaching English in Peru, the diversity of contexts in which it has been given, shows the existence of realities and varied problems.

The impression left by the analysis of the context of schools after more than 180 years of frustrated attempts to try to teach foreign languages, with usually unachievable objectives and developed in condition clearly inadequate as it is the lack of continuity in the application of educational policies, has generated the consequent lack of continuity in the planning, application, monitoring and evaluation of the policies adopted for the purpose in teaching English language particularly at public Peruvian high school level.

This instability has prevented or at least limited any possible attempt to develop English in high schools. (p.133, own translation)

Within this context we can consider that most students, who finish high school in public or private system that have similarities to the above context, cannot develop language skills (reading, writing, listening, or speaking) properly upon competition of high school.

Now that students are studying English again under similar conditions as in high school, a mandatory course that they will have to study throughout their university studies, once or twice a week, they feel that they are repeating the story with the
additional problem that some of their classmates are able to understand the target language easier than them, this group of students may feel frustrated and very discouraged making them have bad attitudes towards the course and creating in them cases of “learned helplessness” which according to Seligman (1975) is a negative response to an unpleasant event. Some students who developed learned helplessness at school think they are not good at English just because they do not understand the teacher nor the material used in class. They received too much oral or written information in a very short time.

At the university students receive much more information than in school. This new and huge information cannot be processed or controlled by the students who study English for the first time because it is not dosed appropriately by the system (the overcharged English syllabus content and the reduced amount of hours allotted by the course) besides, the university's system does not contemplate reinforcing classes or additional explanation for the weakest students. Teachers must comply the whole syllabus allotted by the course and as a result, absolute beginner English students cannot control the new English information and have lack of internal locus of control.

The locus of control, according to Rotter(1954) is a degree of personality of the individual in the responsibility they have for the control of their own internal and external actions. In this case, students have internal lack of locus of control because too much new information given cannot be processed by almost nobody in such a short time. We think that lack of locus of control is the starting point to generate “learned helplessness” because the student thinks he/she is not able to learn English and the fact is that the information was not dosed appropriately. The system and the
lack of professionalism of some teachers can create cases of “learned helplessness” in the students.

Teachers have to deal with this situation and they have to work on students’ instrumental motivation, Gardner and Lambert (1972), quoted by Horwiz (2010), propose an instrumental motivation for learners who want to learn a language because of a practical reason, in this case just passing the semester or simply getting their bachelor degree.

Choosing the appropriate book is also important to make students feel that now they can do it. Wen-Cheng, Chien-Hung and Chung-Chieh (2010) suggested that “textbooks provide novice teachers with guidance in course and activity design; (...) they meet a learner’s needs or expectations of having something concrete to work from and take home for further study”. UPSJB’s English teachers’ team, knowing the limitations of exposure to the language student will be, has chosen a very didactic and avant-garde textbook (with an interactive Cd-rom included) to give the students the opportunity to use it to practice the target language on their own outside the classroom.

Students have to understand that this is another opportunity they have to learn the language and this time it is up to them. Teachers can give them the theory and examples but they need to practice by themselves at home several days during the week. Students must know that they need to be independent learners using their class material given. As Holec (1981), quoted by Little (2007), defines independent learning “To take charge of one’s learning is to have (...) the responsibility for all the decisions concerning all aspects of this learning (...).” Students also need to understand that exposure to the language is crucial so, once or twice and two or three pedagogical hours a week is not enough. According to Ajileye (1998) “A major
point of agreement in most theories of language acquisition is the need for exposure so language can be acquired. That is, students cannot possibly learn a language without one way of exposure or another to the language in use”. Ore (2010) also contributes when he mentions that exposure of the language, among other factors, is important for acquiring a foreign language.

In an EFL context like Peru, the only exposure that students can have is in the classroom, but if the students use their interactive material with audio included, they can be exposed to the language more than once a week, which is the way most students learn English at the university. This can tentatively be a way to lighten the problem. However students would be using a machine which will never suffice to get to explain the reason of their errors or mistakes nor will it ever tell them how to start the topic of writing. Moreover, absolute beginner students need to listen to someone encouraging, challenging and rewarding them. They need a guide to calm down their anxiety.

Anxiety is regarded as the most important affective variable in foreign language learning (Krashen, 1982). Anxiety makes learners scared and nervous, which consumes learners’ energy and attention, and this will influence much on their learning results.

For all the reasons mentioned above, absolute beginner English students at UPSJB need to be exposed to the language by practicing more at home doing their homework, and when they cannot do a task by themselves or they require additional explanation they should have an English tutor to help them solve their English problems in their first term.

This proposal is that within the range of tutors that UPSJB hires, they also hire English teachers so that they can act as academic tutors to help students who have
problems of adaptation to the system since the beginning of the term as English is now a compulsory course in all careers they offer.

The role of university tutors in most universities in the country has been limited to giving guidance to the students’ professional and scientific development, without paying attention to the academic side, despite the fact that University law 30220 - 2014 SUNEDU Art. 87.5 Paragraph 5 states that: "Universities have to provide tutoring to students to guide them in their professional and / or academic development," see app. M. (Own translation)

UPSJB provides academic tutoring to students who have failed the subject twice (they call it BICA) or for the third time (TRICA). However, according to Seligman (1975), failure repetitions in a subject or the negative view that one has in a society regarding failure results generate the so-called "learned helplessness" that is an artificial disability for this subject which is created by the system or, more specifically, by the learning condition of each student.

For the courses taught in Spanish (students’ native language) it is very difficult to determine since the first day class whether or not he or she will need academic help, because instructions come in their native language and students can read explanations and practice on their own. Students have to try. But in English, evaluation can be done immediately and even the student him/herself can do a meta-cognition and since the first day he or she knows if he or she will need help.

Teachers can recognize absolute beginners since the first writing activity, too.

For the reasons explained above, absolute beginners need English tutoring in the first term to avoid developing "learned helplessness". Tutors will help them to be more confident to the target language and will be more likely become independent
learners in the upcoming terms. We can also add that as a likely consequence the number of students’ dropout will decrease considerably.

1.2 Formulation of problem

What is the role of English tutors at San Juan Bautista Private University concerning absolute beginner English students?

1.3.1 General Objectives

- To get to know the role of English tutors at San Bautista University concerning absolute beginner English students.

1.3.2 Specific Objectives

- To describe how the guidance of an English tutor can help make it possible university absolute beginner English students become independent learners after the first English level (English I).
- To demonstrate that university absolute beginner English students should have an academic English tutor to help them prevent or overcome their learned helplessness.

1.4 Scope and relevance of problem

In 2014 Peruvian government promulgated University Law No. 30220, which states that learning a foreign language is mandatory for all undergraduate students and that all Peruvian universities must include English subjects in all majors that they offer.

According to the author’s experience as an English teacher in several local universities and language institutes, Peruvian universities have obeyed this law without doing any study on needs analysis or classification of English levels. Richards
(2001), quoted by Knight (1996), defines needs analysis as the procedures used to collect information about the needs of learners. Philipson (1992, p.12) also stated:

> When claims for English or ELT are put forward, the appropriate response would be to ask: 'What scientific evidence is there for them?' Analysis of such arguments, of who uses them and why, can illuminate the factors that determine decisions to promote a particular pedagogical approach, or one language rather than another, and the major social implications that such decisions entail. Analysis needs to place the arguments in their historical context if light is to be shed on the force of the arguments and their truth value.

Peruvian Universities have implemented English as a foreign language along the same line as theoretical Spanish courses (now more widely known as “Communication”) without foreseeing that there are factors that need to be considered so that students can learn the language properly, such as how important the frequency of exposure to the target language is considering that in Peru, again, English is a foreign language. As an example, the university where the author of this study works for (San Juan Bautista Private University) has allotted only three pedagogical hours once a week to study English in all semesters. Public and private Peruvian universities usually allot two or three pedagogical hours once a week to subjects that are worth one to three credits and English is one of them. As experiences with teaching English in public Peruvian schools has shown, Oré (2013) stated that when students leave the schools they have none or very little knowledge of English due to many factors, being among the most relevant, the lack of exposure to the foreign language.

As Muñoz (2006) also declares that students need to be exposed to the foreign language massive amount of hours to learn in properly. English students in universities
that only have English two or three hours once a week, need to be exposed to the language by practicing more at home doing their homework on their own.

But, what happens with university students who have never studied English at school because they have come from other parts of the country (like the jungle or the Andes) and they came to Lima to study their university studies? Those students who Beare (2016) names “absolute beginners” need a person who guide and show them how to tackle the new experience of learning the foreign language, how they can handle their English class material on their own, to become independent learners from the second English level onwards. With the limited amount of time and taking into account that classes are given in large groups (30 to 60 students) where students have different previous knowledge of the target language, regular teachers cannot teach individually and these students will have fewer opportunities to understand English instructions in such a limited amount of time.

When the author of this thesis taught her first regular English level to a large group (forty-five students) she found that there were ten students who had never studied English before (they had come from rural parts of the country). These students told her they were not able to do the homework because they did not know how to do it because they had forgotten the instructions given previously and they could not understand the English instructions written in their textbooks, she realized that these students needed private teaching. These students wanted to practice English at home, but they could not do it by themselves. She wondered if this was happening at the beginning of the first semester when English instructions were very basic, how would it be when they were in more advanced semesters? It was that moment when she decided to complete this study to help absolute beginners of Peruvian universities.
“Tutoring is a resource that has been used for centuries in the history of education. It is conceived as the art of extracting what is in the student's mind and help him/her to realize their own potential, through the guidance of a private teacher or tutor” (Malbrán, 2004).

The above quote summarizes English tutors’ role to help absolute beginner students become independent learners at San Juan Bautista Private University. Then, it would be suggested that if absolute beginner English students fail *English level I* they will have to repeat the course probably more than once. This fact leads the students to cases of *learned helplessness*.

1.5 **Limitation of the research**

According to Bernal (2010) limitations in a research project may refer to three main aspects: time limitation, geographic limitation and resources limitation.

The time limitation defines the period that the study was carried out and the characteristic of the population involved in the research. In this specific case, this project lasted two years, from 2016 to 2017. Students from UPSJB – Chorrillos branch were the population involved for this research. There is a considerable group of students who come from remote parts from Peru.

The geographic limitation defines the geographical space where the research has been taken place. This study took place in Lima- Perú at UPSJB – Chorrillos branch.

In the resources limitation Bernal (2010) proposed to mention all the financial sources of the research project. This project was self-financed.

In addition to these limitations, Bernal (2010) also asserted that in a research project there may be other kinds of limitations the ones which were not easy available for the researchers, such us information, population available for study, difficulty to access, etc. Regarding the latter, there were two additional limitation for this study.
The first one was that tutoring programs are not implemented in Peruvian universities and it is difficult for university teachers to change the concept of the tutors’ role in universities. Finally, as University English tutoring program is not a common topic, very little international research has been carried out specifically addressing the role of English tutoring in colleges so it was very difficult to find national backgrounds.
Chapter II

Theoretical framework

2.1.1 International Research Background

Mack (2014) in her study entitled “Importing the Writing Center to a Japanese College: A Critical Investigation” which purpose is to enrich understandings of the major issues encountered when tutoring in writing for beginner-intermediate level Japanese EFL students in a Japanese university. This analysis was able to facilitate new discussions on the challenges and issues that these tutors, administrators and students face in EFL tutoring. The research is related to findings at that specific university, a unique Writing Center in an individual context and with a small number of participants. This study contributes to the scarce research on EFL tutoring and Asian writing centers and suggests possible outcomes for theorizing about EFL writing tutoring.

This study uses a mixed method approach aligned with the interpretive paradigm to investigate the challenges encountered with beginner-intermediate EFL students. The specific research questions focus on issues that tutors encounter when tutoring EFL students to write short essays and paragraphs. The aim is to investigate tutorials with EFL students in order to better understand the nature of the problems encountered in the tutorial.

Researchers have been dealing with these issues in United States writing centers for some thirty years, but they have a different impact when raised in a local context of a newly created writing center. Bergman, Brauer, Cedillo, De los Reyes, Gustafsson, Haviland and Spangenberg (2009) quoted in Mack (2014) explored writing centers in a European context. They concluded that the “answers and approaches that U.S. writing centers have developed cannot be simply imported and imposed elsewhere
(...) we need to tread carefully when considering who, in short, might be appropriating whose culture and to what effect” (p. 205).

The participants in the study were beginner-intermediate level Japanese EFL students in a Japanese university. Specifically, the thesis examines how students and tutors perceived the challenges experienced in EFL tutoring. This research is based on a mixed method approach that combined the collection of qualitative and quantitative data: The instruments used were (1) semi-structured interviews with writing tutors, (2) tutor training workshops (a quasi-focus group), (3) observations of writing tutorials and (4) questionnaires to Japanese EFL students.

Manzoor (2013) in the research entitled “Reasons and necessity of Private tutoring in English for Bangla medium primary school students in Bangladesh” to investigate the reasons and positive effects of private supplementary tutoring in English in Bangladesh and also to find out the attitude of students towards private tutoring, concludes that the learner should understand why he-she needs a private tutor and how he-she can benefit fully from this tutor.

To conduct the survey 35 participants were randomly chosen by the survey conductor. All the participants were the students of different Bangla medium schools of Bangladesh. They read in Bangla medium schools at primary level. They were from public and private schools of Dhaka city. Classroom observation was done successfully to find out if there was any lacking in English teaching or not. The findings from the survey show that most of the primary level learners received private tutoring and they are satisfied with the English lessons provided by their private tutor rather than their school teacher, since learners could not be satisfied with the lesson at school because the school teacher did not have enough time to explain the whole lesson properly. Private English tutors take extra care with their English language
subjects and ask students to practice more and more; so as a result learners’ English improved after receiving private tutoring. For this reason students prefer to go to private tutors to learn English and also to get good marks in the exam. Learners should not fully depend on private tutor because private tuition has both positive and negative effects. Parents and learners should recognize the importance of private tuition in English, but also be aware about negative effects of it.

Zerin and Zafar (2013), in their paper referred to “Tutoring Extra Hour: Does It Help Students to Improve Language Skill?” at BRAC University from Dhaka, Bangladesh, examine how tutoring extra hour in the university level will lead students to achieve success in English language learning to cater to the needs of prospective graduate students going into the highly competitive job market.

They have shown that providing extra time to learners by giving proper guidance and constructive feedback can improve their language skills. The goal of this discussion of giving extra time beyond the classroom is to help struggling learners to keep pace with classroom learning environment. In this article, they tried to show how a tutorial session helps the learners to engage in the classroom activity and promote student’s learning in a smooth way. Zerin and Zafar (2013) also believe that motivating learners and giving constructive feedback in tutorial sessions can benefit learners directly in enhancing their language skills in the regular language classroom. They believe that tutorials can serve as a catalyst to shape the learners’ language skills in order to enrich classroom activities.

The participants in this study were 40 intermediate level ESL students enrolled in an English language Course in the summer semester (3 months long) and three instructors. The primary aim of the study was to see how effective and useful extra hour was to develop language skills in general for the intermediate level students.
Teachers invest extra time for the students and the outcome is important for the further assistance to the students. The researchers have been working with tutorial session from the very beginning and over the period they have noticed significant difference in students’ improvement. The instrument used to collect data form participant was a questionnaire. Three particular research questions were addressed: (1) How does extra time help students to come out from the ESL problems and keep pace with the regular classroom environment? (2) Was the tutorial session useful for the students? (3) Does feedback from tutors help students to improve their writing and speaking in English?

Bankowski (2011) in her study “Developing Effective Strategies for Independent Learning: Handling Research Tasks in English for Academic Purpose (EAP)” concludes in the following: “It was hoped that EAP Training could serve not only to equip students with the language skills required for tertiary study, but to fit them better for the more independent, enquiring style of learning characteristic of university study.”

Two main objectives guided this study. The first was to examine and analyze the nature and extent of experience and training which Hong Kong students have received throughout their secondary education in carrying out tasks requiring an independent approach, that is, research projects. The second was to study the effectiveness of a specially designed Training Program for EAP research projects on the development of learning strategies for independent academic tasks. All instructional materials were designed to provide a step-by-step transition from familiar traditional methods of teaching to an unfamiliar self-directed approach.

Two surveys were conducted to collect data, of which the first was created with a view to establishing the degree to which students were prepared to carry out academic tasks requiring an independent approach. To fulfil the first objective of this
study 716 first year students from various faculties at Hong Kong Baptist University (HKBU) were surveyed. Of those, 86 students participated in the second stage as subjects of the Research Training Program. The results of the investigations throughout this project supported previous informal observations, and highlighted the “educational dichotomy” faced by first year undergraduate students in Hong Kong that has been noted by other researchers and was outlined in the Education Commission’s report on Higher Education in 1996. These findings then, suggest that the majority of students entering university are generally unprepared for the challenges of independent, research-related work at university level.

The development of the program worked in this way. Students were taught how to identify suitable ideas for research, to formulate their own research questions for a topic, and to narrow topics appropriately. They were shown how to extract relevant information from references for use in writing and how to incorporate information from a number of sources in their own work. The strategies that the instructors presented were specifically relevant to the tasks that students had to perform. Students were encouraged to approach the instructors or tutors at any time should they have queries or experience any difficulties. Class time was also set aside to address individual questions and problems, and particular care was given to preparing students for the research section of their work. Students were required to attend individual consultations with instructors or tutors to establish appropriate topics for their research essays; topics which would provide scope for the development of original and individual arguments.

Lee (2010). It should be noted that due to Australia’s high average attrition rate of university students (18%), Lee did this research for the Centre for Accounting, Governance and Sustainability University of South Australia entitled “Tutoring
strategies to engage first-year students in the transition to university learning: The students’ perspective”, to explore the perception of first-year students in a Property Programme about the usefulness of tutoring strategies in engaging them in their learning during their transition to the university.

This was a six-week exploratory qualitative study to examine how students perceive the usefulness of tutoring strategies adopted in these six weeks, specifically how these strategies assist in engaging students in their learning process. An open-ended questionnaire addressing the role of tutoring in first year transition was used to ask students to comment on tutoring strategies designed. The research two questions were: (1) what aspects of student-centred teaching approaches were identified by students as most useful? And (2) how do students perceived these strategies in assisting them in transitioning to university learning? The questionnaire was given in week 6 and it was centered on teaching aspect only. The introductory information and questionnaire design were planned to frame the students’ mind on the right focus, and the terminologies used in the questionnaire had been used in the tutorials to ensure the students understood the questions. The results were: forty per cent of the students were “very satisfied” and sixty per cent “satisfied” with tutorials sessions at the university.

Findings from this qualitative research highlighted three main themes: (1) student-centred teaching style, (2) feedback, and (3) assessments. From these, the student-centred teaching style was identified as most significant in engaging students’ learning and hence assisting them in their transition. The research suggested that tutors should be student-centred, responsive to students’ needs, and caring of students in engaging in their studies.
The participants in this research were 38 undergraduate students enrolled in a first-year Property course in an Australian university. Various tutoring approaches were adopted to engage students in their learning. For instance, icebreakers were used in the first lesson to make them talk and get to know each other. This aimed to help students feel more relaxed and comfortable with their peers and the tutor. Students were informed clearly about the assessment requirements on the first day and about the benefits of tutorials. Students were required to get in groups weekly. More help and support were extended to weak and shy students who were encouraged to have individual tutorial sessions. To improve student learning, in addition to weekly tests, tutor provided weekly problem-based exercises for students to apply theory in solving real-world problems. For example, students were taught to measure building areas, and then conduct field work in groups with the tutor’s guidance. Feedback was given so that students understood their mistakes and knew how to improve them.

Lee finishes her research arguing that students’ expectations of teaching and learning are partly influenced by their previous education and life experience (Ozga & Sukhnandan 1998). As well, their level of pre-university preparation is crucial in affecting their adaption to university learning styles (Lowe & Cook 2003). Poor academic performance (Sharma & Burgess 1994) and students’ dissatisfaction with their academic experience (Price, Harte & Cole 1991) were among reasons of student’s dropout. For those reasons it is appropriate to provide the necessary scaffolding to first year students to adjust to a more independent style of university learning (Nelson et al. 2006). Hence, this research will further investigate the effectiveness of engaging first-year students by using student-centred learning approaches.
2.1.2 National Research Background

Very little research has been carried out specifically addressing the role of English tutoring in colleges. Two different experiences came to my knowledge about tutoring. The first one is from San Ignacio de Loyola University (USIL) in Lima- Peru and the second one was from Las Americas University,

USIL makes agreements with some schools in Lima that offer intensive English program in their curricula, some of them from pre-school level. Parents who want their children to study at that university know that their children must have some prior English knowledge. For this reason, none of the entrants to the USIL’s regular program can be considered as "absolute beginners".

San Ignacio de Loyola University offers in all its undergraduate syllabus an English tutorial program course so that when the students finish their university studies they may have a good command of English and they will be able to take an English exam for level B2 given by the university, which is the equivalent of a First Certificate English (FCE). It is a requirement that students have to pass this exam to get their university degrees.

English is a compulsorily course during the five years of all the careers USIL offers. It is taught 2 hours per class, three times a week. During this period the students, who fulfill some disciplinary requirements, can access to an English tutoring program which can be in two ways: a) in groups which a teacher is the tutor, or b) individual (peer tutoring) which consist in tutors that are students with advanced level of English and good grades. Both programs are controlled by USIL’s staff through virtual platforms (see appendix L)
The case of Beca 18.

The Ministry of Education of Peru has a scholarship program called Beca 18 through which it fully pays the university studies of public school students throughout the country. This is an opportunity for the students who got the best marks in their high schools. The Ministry of Education makes agreements with some private universities, as it is the case with San Ignacio de Loyola University (USIL).

USIL has developed a special program for these students before they enter the regular undergraduate group because the previous preparation they had in school for English, Physic, Chemistry and Language do not accomplish the ones required by the university. This program lasts six to eight months. In this period students study the aforementioned courses in order to get the appropriate missing level to join the undergraduate group. It should be noted that the 90% of the students of this group are considered as “absolute and false beginners”.

This experience shows us that "absolute beginners" need a special pedagogy treatment from the beginning to become future independent learners.

The second experience is about a Math tutoring at Las Americas University. Pisa$^3$ 2013 test showed that among 66 countries Peru scored the last place in Math. Math and English have always been the “monster subjects” in school. The weakness in math usually generates learned helplessness. Now that English is a compulsory course in college, it is still the “monster subject” as well as Math and can also generate learned helplessness to the university students. For this reason the experience of Math tutorial can be useful for this study.
It is about a teacher Eduardo Ruiz Sevillano who taught Financial Math in 2011 at Las Americas University twice a week in the Administration program. He was the regular teacher of a third term university students’ large group (more than 50 students). In that year Math tutorial was given to the students who had problems to understand the exercises. Mr. Ruiz was told to tell the weak students to attend to the tutorial sessions to reinforce math classes. The tutor was a full-time-job teacher Mg Carlos Hinozrosa Amaro whose tutoring report is also included in this study (see appendix J). Mg. Hinostroza is still working at Las Americas University but not as a tutor any more. Math tutorial classes were given only for Administration career under the instruction of Dr. Lili Chang Sanchez but the following years tutorial program was not given for political reasons.

Ruiz’s conclusions (see appendix I) were that students’ who had attended to tutorial classes improved their math knowledge. He noticed that after tutorial sessions weak students could participate more in the regular classes and consequently those students could increase their grades.

2.2 Theoretical bases

Zavala and Córdova (2010), took as an antecedent the policies of "affirmative action" applied in the educational system of the United States and implemented a program at the universities San Antonio de Abad from Cusco and San Cristóbal de Huamanga in Ayacucho which offer leveling and academic reinforcement courses, personalized tutorials, vocational guidance lectures, human rights training workshops, intercultural citizenship and support for extracurricular activities for students who finished school and are not able to adapt to the university system, particularly for
students who have studied in indigenous (remote) places who have fewer opportunities. They say that:

Equity in education has been associated with the pursuit of the same opportunities for everybody within a social justice perspective. However, in recent years, equity is not associated with the same opportunities any more. This is partly because the experience says that equalizing the supply of educational resources for heterogeneous groups results a greater exclusion for the most vulnerable people. (own translation p. 15)

While it is true that universities offer the same opportunities to all their entrants, it is also true that not all the students have received the same preparation for it. Morduchovich (2003) named by Zavala and Córdova (2010) asserted "Equity has not been associated with equal opportunities in access and has focused on the educational outcomes of students and the need to attend mainly the initial disparities". López (2005) also named by Zavala and Córdova (2010) said "The notion of equity renounces the idea that we are all the same and thus a new strategy is proposed to achieve that fundamental equality" (own translation, p. 14).

After almost twenty years of experience working as an English teacher at San Juan Bautista Private University language centre, the author of this study knows the population of students at the university and believes that a great majority of them come from secondary schools (either state or private) where they have received few hours of English teaching. The author realizes that when these students are exposed to a large heterogeneous group, where some classmates have more knowledge of English and who understand the teacher’s instructions or the book clearly, they feel excluded. Moreover, there are students who have studied in highlands and jungle schools where they have never had an English course and who have come to the capital to pursue
their university studies. These students are less likely to adapt to the system and they make greater efforts to pass English. These differences demand to question a classroom pedagogical discrimination and to develop strategies according to those students’ learning process. For this reason we believe that San Juan Bautista Private University could offer an equity policy for absolute beginners to compensate this disadvantage by offering personalized English tutoring during the first level of English in order to offer them the pedagogical treatment they require from the initiation of the program, so that these students can become independent learners in the following English levels.

UPSJB offers academic tutoring for groups of students who have failed a course for two or three times. However we believe that in the specific case of the English, there is a considerable number of students who, having had the opportunity to study English in school, due to the limited number of hours that the national education system offers in secondary schools, or because the student have had a bad experience during the English course, have already developed a "learned helplessness". The "learned helplessness" theory, according to Seligman (1975) basically consists in that the repetition of a stigma for years, the continued failure in a discipline or the negative experience that one has in a society with respect to the failure, creates an artificially incapacity on the child or young person with respect to a subject. In English subject we can see that since the primary school the students label themselves as "I am not good at English" creating a learned helplessness for themselves. This is the reason that we believe that the student who has already developed a learned helplessness to the English course, needs, from the beginning, an academic English tutor to help him or her to overcome that artificial incapacity.
“For students whose first language is not English, the writing classroom cannot provide all the instructional assistance that is needed to become proficient writers. For a variety of reasons, these students need the kind of individualized attention that tutors offer.” Harris and Silva (1993, p. 525). The authors wrote this quotation referring to those students who study English and live in a context where everybody speaks English out of the classroom (English as a Second Language ESL) and reflects that learners and teachers have to invest extra effort to attain success in learning a second language for students who have difficulties in this process. If those students who are exposed to the target language daily need extra help to write it, why not offer the same support for absolute beginner English students who study in an English Foreign Language (EFL) context, where English is spoken only in the classroom? This is the case of Peruvian absolute beginner university students.

2.3 Definition of key terms

2.3.1 Definition of “Tutor”

Merriam Webster dictionary has two definitions for tutor: “(1) A person charged with the instruction and guidance of another: such as a private teacher. (2) a teacher in British university who gives individual instruction to undergraduates.

The Royal Spanish Academy dictionary shows four Spanish definitions related to the topic: (1) Someone who wields a guardianship. (2) Someone who is in charge of guiding students in a course or subject. (3) A defender, a protector or a director. (4) A private teacher who was in charge (many years ago) of the children education of a family.

As we can see, the Spanish definition gives a different connotation to the word “tutor”. In our country, with the word “tutor” we refer to the person who is in charge of guiding students at school or at the university, focusing their attention on the students’ behavior, the problems they might have among his or her classmates,
teachers or parents. They are the link between the school or university and students’ parents. Nowadays tutors in Peru are the receivers of complaints and give parents the information when their children have academic or behavior problems but they do not give additional classes to weak students.

For the purpose of this work the definition is provided by the RAE in its second subentry. We are clearly aware not much information is available about tutorials in Spanish and of the difficulty of translating the English concept of “tutor”, as suggested by Merriam Webster dictionary, but somehow the concept we have developed seems to be conveyed more clearly by the Rae’s definition, subentry two.

2.3.2 Definition of “absolute and false beginners”

Beare₂ (2016) defines absolute beginners as the learners who have had no or very little English instruction. He also said that teaching absolute beginners requires the teacher to pay special attention to the order in which new language is introduced. The teacher lesson plan plays an essential role in making sure that new grammar is introduced slowly and successfully.

False beginners are English learners who have studied English in school, often for a number of years, but never acquired any real grasp of the language.

False beginners will often pick up speed as they remember past lessons. Absolute beginners, on the other hand, will progress slowly and acquire each point methodically. If teachers jump ahead in the order, or begin to include language that absolute learners are not familiar with, things can become confusing quickly.

In the first semester, lessons are taught in large classes and are there are both false and absolute beginners. Our focus on this study will be the absolute beginners. False beginners can benefit from the tutoring program if they want to, because English Tutoring cannot be discriminatory.
2.3.3 Definition of academic coach

Macmillan dictionary defines “a coach” someone who trains a sports player or team. It gives a second definition: someone who teaches a special skill, especially one connected with performing such as singing or acting.

Rosen (2015) defines an academic coach to someone who tends to work on strategies to help kids succeed. He or she can help kids develop a more organized approach to learning and schoolwork. An academic coach may also focus on strategies to help kids with motivation. Anyone can call himself an academic coach because there is no official credential required for this job. A coach could be helpful for students who have certain skills but lack the motivation, organization or strategies they need to apply those skills.

According to the online article The Family and Learning Center, learn how to learn through educational coaching titled The difference between educational coaching and tutoring, said that educational coaches focus on the students. Coaches trained in cognitive processing, including learning disabilities to get a collaborative team. They focus on how to learn, not on what to learn.

2.3.4 Definition of advisor or adviser

Macmillan dictionary defines and advisor as someone whose job is to give advice on subjects they know a lot about, for example politics or financial matters.

On the other hand, Esch (1994), quoted by Mozzon (2004), considered “advising” as the provision of help and advice so that the right conditions are available for students to learn more or to become more efficient learners to be an excellent definition of teaching. In her definition of teaching, advising skills play a
key role and, in this context, teacher and advisor may be the same individual or, as in the case of the University of Cambridge Language Centre, two separate roles. Riley (1997), quoted by Mozzon (2004), considered advising as a fundamental category of a communicative situation but very distinct from teaching. He provides a useful table distinguishing between teaching and counseling.

**2.3.5 Definition of Counselor**

Macmillan dictionary defines a counselor as an adviser; and counseling as a piece of advice and help that you give someone with their problems, especially as your job.

In contrast, Kelly (1996), quoted by Mozzon (2004), presented a framework for language counseling for learner autonomy and used the term, counseling which she defined as “a form of therapeutic dialogue that enables an individual to manage a problem”. Gardner and Miller (1999), quoted by Mozzon (2004), also used the term “counseling” in their book on self-access explaining different types of counseling at various settings.

**2.3.6 Definition of instructor**

Macmillan dictionary defines an instructor as someone whose job is to teach a skill or a sport. On the other hand, Lindeijer (2014) on his online article entitled “what are the differences between an instructor, tutor, supervisor and mentor”? Declares that an instructor is someone standing in front of a group of people (size of group doesn’t matter) telling them how to do something (with or without demonstrations). They have the knowledge; you have the desire to learn. It’s their job to try and teach you the information in a way that is easy to understand. It’s your job to pay attention and try to understand what is being said as best you can.
New terms, such as facilitators, mentors, helpers, learner support officers, language and consultant, have appeared to define a role and mark new skills from the existing teaching profession (Mozzon-McPherson, 2001).

2.3.7 Definition of autonomous learners

Learner autonomy is essentially a matter of the learner’s psychological relation to the processes and content of learning. We recognize it in a wide variety of behaviors as a capacity for detachment, critical reflection, decision-making, and independent action. The various freedoms that autonomy implies are always conditional and constrained, never absolute. As social beings our independence is always balanced by dependence, our essential condition is one of interdependence; total detachment is a principal determining feature not of autonomy but of autism (Little, 2007)

2.4 The role of an English tutor

Considering that academic tutoring program is new in our country the role of English tutor should be well established so we believe it is relevant to have well defined the qualities that English tutors should have. Nordlof (2014, p.57) argued that:

Some key scaffolding concepts emerge in these descriptions. The first is that a goal for tutoring becomes clear: to help students achieve what they could not do on their own. The second is the idea that the nature of support the tutor provides changes depending on the circumstances. When the student is first learning a concept, the tutor might provide more explicit modeling and instruction. Later, when the student is becoming more comfortable with the concept, the tutor begins to fade back, providing less and less support. The image of scaffolding
provides an apt metaphor for this approach; the scaffold provides structure, but it is temporary, meant to be dismantled once the building is in place.

The building that Nordlof referred to is when the process of learning has already been completed. This supports the procedure that is proposed by the author in this paper.

Harmer (2007) supported Nordlof’s (2014) point of view when he stated:

Teachers need to engage the students from early levels, with activities which are easy and enjoyable to take part in, so that language activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. Their first concern is to prioritize among errors, they should be encouraged to begin by looking for what has been done well (Harris & Silva 1993). In the tutorial session when students see their instant success resulting from tutors’ feedback they became motivated and they started coming to the tutorial session on a regular basis.

From the same prospective, Powell (1997) reviewed various theories applied in the design and evaluation of tutoring programs, in which she included the Gestalt theory. This theory asserted that:

Learning occurs when the learner can “locate” an item in an intellectual structure or field, or relate an idea to a larger context. This theory suggests that tutors will have to struggle to make the material meaningful to the tutee or student through reflecting on their own learning process. This opportunity increases the tutor’s awareness of the patterns of learning.
In addition, the author of this paper may add that this opportunity can also help to develop tutor’s ability to see students’ problems to help them in different ways.

Powell (1997) when reviewing the behaviorist theory, associated her work with the psychologist Skinner’s (1953), who redefined reinforcement, asserted that; Effective learning occurs when every correct answer is rewarded. Tutoring programs that are based on the behaviorist theory are highly structured, with the tutor presenting materials in a specific order. (...) The tutee is rewarded by the tutor’s positive acknowledgment for learning the material presented.

2.4.1 Tutors should convey confidence

Harmer (2007) highlighted one point for the tutors that we need to consider the issue of affect, which is how the students feel about the learning process. Students need to feel that the teacher really cares about them; if students feel supported and valued, they are far more likely to be motivated to learn. To make it a successful project tutors should avoid over-correction as it can have a very discouraging effect. Rather than this, the tutors have to achieve a balance between being accurate and truthful, on the other hand, and treating students sensitively and sympathetically (Harmer, 2007). It is tutors’ duty to make them aware what students should expect from the tutors. They need to explicitly state that tutors are supposed to be educators, not personal editors (Harris & Silva 1993). No matter how hard a teacher tries to correct errors, in the long run, only the learner can do the learning necessary to improve performance, regardless of how much treatment is provided. Allwright & Bailey, (2004), quoted by Zerin, & Zafar N. (2013).
The author of this project agrees with the opinions mentioned above and states that tutors must convey confidence to students; in this way students can open up to tutors and tell them the difficulties they have in their learning process.

2.4.2 Tutors should be familiar enough with the course material students use in class

Learners need course books to guide them towards the hard process of learning. A course book reinforces the teachers’ work and offers material for further learning and revision. Students’ text books and workbooks come with suitable updated material easy to handle for regular students to practice alone at home. Textbooks come with online platforms, Cds or DVDs Rom with interactive additional practice. With these valuable tools students have the opportunity to be exposed to the language as much time as they want to and in this way the solution of lack of exposure to the language would be solved. As teachers, we know that the instructions of all the materials detailed above come in English, so how do absolute beginners deal with this? They will not be able to do the task at home; and will not be able to do the homework given by the regular teacher.

Tutors have to be familiarized with the material used in the classroom in order to teach absolute beginners how to use it properly. Hutchinson and Torres (1994) argued “during periods of change, a course book can serve as a tool for supporting teachers and as an instrument of modifications and alterations.” We can assume this quotation for tutors, because they are also English teachers and the periods of change can be considered the time that students need to become independent learners with the tutors’ help.
Chapter III
Hypothesis and Variables

3.1 Hypothesis

Hernandez, Fernandez and Baptista (2014) state their point of view about this type of research: “Exploratory studies are worth to get to know an unknown phenomenon, to get information to the possibility of conducting a more thoroughly investigation regarding a particular context (...) or suggest assertions and assumptions.” (p.91) In chapter 6 of their book Research Methodology, there is a flowchart which shows that in exploratory researches there is no hypothesis and on the next page they ask and answer this question “Is it necessary to state a hypothesis in all quantitative research?” the answer is “No, it is not. The fact to state a hypothesis depends on a crucial factor: the initial scope of the study.” (pp. 103-104)

3.2 Variable

Since this is a mixed, qualitative and exploratory research, there is only one variable: The role of English Tutors for absolute beginners at San Juan Bautista University

3.3 Dimensions of variables

There are five dimensions of the variables which show the qualities that English tutors should have:

1. The English tutor must be familiar enough with the course material used in class.
2. The tutor has to encourage, guide and teach absolute beginners in level 1.
3. The tutor has to toil to develop the learners’ conceptual readiness so they can tackle the target language more than once a week.
4. The tutor has to show absolute beginners the method they need to become independent English learners.
5. The tutor has to advice absolute beginners in level one so that they can overcome their learned helplessness.

Table 2 shows the categories of analysis.

**System and categories of analysis.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of English Tutors at San Juan Bautista University for absolute</td>
<td>1. The English tutor must be familiar enough with the course material used</td>
</tr>
<tr>
<td>beginners English students.</td>
<td>in class.</td>
</tr>
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<td></td>
<td>2. The tutor has to encourage, guide and teach absolute beginners in level 1.</td>
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<tr>
<td></td>
<td>3. The tutor has to toil to develop the learners’ conceptual readiness so they can tackle the target language more than once a week.</td>
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<td></td>
<td>4. The tutor has to show absolute beginners the method they need to become independent English learners.</td>
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<tr>
<td></td>
<td>5. The tutor has to advice absolute beginners in level one so that they can overcome their learned helplessness.</td>
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Chapter IV
Methodology

4.1 Research approach

This research is considered a mixed one: qualitative and quantitative. According to Kothari (2004, pp. 35-36) “Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating a problem for more precise investigation or of developing the working hypotheses from an operational point of view.”

This research has been divided into three methods (a) the survey of concerning literature; (b) the experience survey and (c) the analysis of ‘insight-stimulating’ examples. For this particular study, we consider that the analysis of ‘insight-stimulating’ examples is appropriate for this investigation because “English tutors in universities” is a new field in our country and there is no much information about it. Kothari (2004, p. 36) said “Analysis of ‘insight-stimulating’ examples is also a fruitful method for suggesting hypotheses for research. It is particularly suitable in areas where there is little experience to serve as a guide”.

4.2 Research type

This research is nonexperimental. Hernandez, Fernández and Baptista (2014, p. 152) stated that this type of studies are treated without manipulation of variables and the phenomenon is only observed in their natural environment in order to be analyzed.

In this case, we present the experience we have had teaching English to absolute beginners at San Juan Bautista University to analyze the problems these students had to help in this way to become independent learners.
4.3 Research design

This study has used an exploratory design. Hernandez, Fernandez and Baptista (2014 p. 91) explain that this study is useful when the aim is to examine a topic or research problem that has not been studied before. In this case, the role of a tutor for absolute beginner English students at San Juan Bautista University is new because the Peruvian government has recently passed the University Law which states that all universities must include compulsory English courses in their university studies. My experience at San Juan Bautista Private University teaching English to students who have entered first semester, has shown me that student’s English prior knowledge is heterogeneous, and students who study English for the first time need an English tutor who teaches them individually in order to avoid and to face students’ learned helplessness.

This situation leads to the general objective of this study: To demonstrate that absolute beginner English students should have a tutor to help them become independent learners in levels II and onwards and also: To get to know the importance of the role of an English tutor at San Juan Bautista Private University for this group of students.

4.4 Population and sample

Two instruments, a questionnaire and an interview guide were applied for this research.

A sample of twenty students who were studying English 3 were asked a questionnaire of ten questions.

A sample of eight students who were studying English 2 and others three students who were studying English 3 were asked to answer the same five questions.
interview was filmed and transcribed in the original students’ language so that their native accents are shown.

It is remarkable to mention that all the students selected for the interviewed had difficulties in the English learning process and many of them were repeating English level 2.

4.5 Techniques and instruments of data collection

The ten questions of the questionnaire and the five questions of the interview were addressed to the following dimensions:

- Prior English knowledge
- Exposure of the target language
- Independent learning in English class
- Understanding readings in English
- About the possibility that if they had attended an English tutor in English

4.5.1 Questionnaire

Twenty students were asked to answer the questionnaire in order to gather information about their English prior knowledge, understanding in English, independent learning and frequency of the exposure of the target language (see appendix B).

4.5.1.1 Technical specifications

Name : Questionnaire to know students’ prior knowledge
Author : Ana Rosa Gordillo Rios
Origin : Lima - Perú
Administration : Individually
Duration : 20-30 minutes
Application : Students from San Juan Bautista Private University who were studying English III (technical English I)
Mark : Manual qualification.
Significance : 10 questions with four choices.
Type : Multiply choice questions.
Usage : Educational in research.

4.5.2 Interview

Eleven students were interviewed and filmed to whom we gave them a number to protect their privacy. All the students were asked to answer the same five questions in order to gather information about their English prior knowledge, understanding in English, independent learning and frequency of the exposure of the target language and if they had developed some learned helplessness in the process.

Appendix C shows the questions used for the interview applied.

4.5.2.1 Technical specifications

Name : Interview to know students’ prior knowledge
Author : Ana Rosa Gordillo Rios
Origin : Lima - Perú
Administration : Individually
Duration : 10-20 minutes
Application : Students from San Juan Bautista Private University who had failed English course.
Mark : Manual qualification.
Significance : Filmed and transcript interviews. 5 questions were asked.
Type : Face to face interviews.
Usage : Educational in research.
Chapter V

Results

In this chapter, we present and discuss the results achieved after having been applied the instruments of this research (the questionnaire and the interview) to the sample of students chosen at UPSJB.

5.1 Validity and reliability of instruments

According to Hernandez, Fernandez and Baptista (2014) “the content validity refered to the degree of an instrument that reflects a specific domain of content which is measured. It is the degree to which the measurement represents the concept or variable measured”. In other words, in what extend an instrument measures what it is intended to measure.

The reliability is related to the accuracy and precision of a measurement procedure. We can add as the extent to which a questionnaire, an interview or any measurement procedure produces the same results through repeated trials. It refers to the measure’s ability to detect the score.

Any research tool should follow the process of validation and reliability in order to prove its consistency. This is what we had to do before the application of the questionnaire and the interview the research tools used in this study. The validation process was made by means of experts’ judgment from Enrique Guzman y Valle (see appendix N p. 113). The results of the experts’ opinions are shown on table 3.

Table 3: Experts’ opinions

<table>
<thead>
<tr>
<th>Experts in English Language Teaching</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Ed. Oré De Los Santos, Miguel</td>
<td>92</td>
</tr>
<tr>
<td>M. Mendoza Tomaylla, Jean Pierre Luis</td>
<td>84</td>
</tr>
<tr>
<td>Dr. Zarate Aliaga, Edith</td>
<td>90</td>
</tr>
</tbody>
</table>
5.2 Presentation and analysis of results

Since two instruments have been used for this thesis the analysis has two parts, the first one is about the interview made to eleven students and the second one is about a questionnaire made to a sample of twenty students all of them students from San Juan Bautista Private University.

5.2.1 Analysis of the students’ interview

There were eleven students interviewed to whom we gave them a number to protect their privacy. All students were asked to answer the same five questions.

The answers to the first question: **Have you studied English before entering this university?** Was related to “students’ English prior knowledge before entering San Juan Bautista Private University. Eight of them belonged to the course English II, and we are going to call in “group 1” and the other three to the third level, Technical English I whom we are going to call “group 2”

The following interviewed students represent the “group 1” and they repeated the second level of English (English II).

- Student number 1.1 (Diego) said that he did have the opportunity to study in a private school where they had several hours a week of English, but he did not learn anything, because during two years, his English teacher did not let him be in class because of his bad behavior. This situation created a situation where the student did not generate any interest in the course, this harmed his self-esteem, reinforced his bad behavior and generated a bad attitude towards the course.

- Student number 1.2 (Rosmery) said that because she is from a province of the highland, she had never studied English. There is a considerable number of students who have finished schools in different provinces of Peru and come to Lima to study
their university studies in the capital. When student 1.2 said "... but the pronunciation is very difficult for me, it will be because I have a highland accent and I cannot do it", we can infer that for her, speaking her native language, Quechua, is an impediment to learn another language. This response shows us that English course is completely unknown for this group of students and they need a person to guide them from the very beginning.

- Student number 1.3 (Rony) labels his first experiences in studying English as "my problems with English". This student studied in small schools in the capital where English was not taught. His first English class that was in a language institute of a university and he said that the teacher spoke on grammatical matters (verbs, sentences) and it was too difficult for him. As a result, he repeated the course twice and finally he abandoned it. This situation generated learned helplessness for this student.

- Student number 1.4 (Renzo) is the typical student who studied all his primary and secondary studies in a public school in Lima. His answer to the first question was, "I had not studied English before I entered the university but only at school," we consider that there is a hidden message in his response, he does not consider that what he learned at school was meaningful. He manifests his disagreement to the system, with the few hours given to English course and complains about the poorly prepared teachers. He ends up trying to justify his bad attitude towards the course "From that point of view my unease with the English course departed"

- Student number 1.5 (Angie) answered affirmatively to the question adding that she studied English once a week, however, when she argues her answer she affirms "I did not understand too much because the teacher only gave us worksheets which we completed in class and there was no homework" With that answer we can
understand that she never had a communicative class, she did not develop any Listening, Speaking or Writing skills (we assume those worksheets were vocabulary or reading activities). This student represents the group of students who did not have the chance to use an English book in the class so they need some help from the beginning.

- Student number 1.6 (Viviana, 33) represents the group of older who have their own family and they work and study at the same time. This group of students did not have the opportunity to finish their university studies when they were younger so they are studying together with younger students. This student stated that she studied English in a public school and emphasized that she had studied it 15 years ago and she did not remember anything. It is extremely difficult for this group of students to read or say a sentence out loud in the classroom because they feel embarrassed as they are older than their classmates.

- Student number 1.7 (Rosita) responded that she had not studied English before entering the university, but then she added "at school I did." This is the same answer as student number 4 (Renzo). They studied at a public school, complained about the system and did not consider they learned any English at school.

- Student number 1.8 (Karla). This student belongs to the same group who studied at a public school. In her experience she told us that when she was in 5th grade a classmate knew more English and explained better than the teacher. Unfortunately the regular teacher had an accident and she could not come to teach there was no English class any more. This case shows us the little importance the government gives to the English course. This fact conveys the student disinterest and detracts from the course.
Answers of the students of “group 2”. Students who were studying the third level of English (Technical English I in Communication Career)

- Student number 1.9 (Alondra) responded to question one that she studied English in a private school two hours a week, but as she did not understand anything she learned, so she did not take interest in the course and left it aside. In her experience, she told us that the days before the exams her parents hired the same regular English teacher to “prepare the student privately” for the questions that were going to come in the English exam. This action has generated in the student the lack of interest in learning English and that it is not necessary to strive to achieve ones goals, planting the seed of corruption on her.

- Student numbers 1.10 and 1.11 (Chantel and Abigail) responded to the first question that they had studied in public schools only once a week justifying they little English knowledge and they attributed to that their lack of English understanding in levels I II and in this cycle, technical English I.

The analysis of the answers to question number 1 concerning to “Prior English knowledge before entering San Juan Bautista Private University” states the following:

- That all students who had studied English once a week in Lima, whether in public or private schools, realized that they did not know English when entering at the university. This is the result of the lack of exposure to the target language. As it has been shown in the experiences of teaching English in public Peruvian schools, Oré (2013) stated that when students leave the schools they have none or very little knowledge of English for many factors, but the most relevant is the lack of exposure to the language.

- There is a considerable number of students who came from different remote provinces and from Lima countryside and they had never studied English in their
schools. For this group of students equity has not been associated with equal opportunities in access to the university because they did not have the same English previous preparation but they are going to have the same English classes. Zavala and Cordova (2010) asserted that this is partly because the experience that equalizing the supply of educational resources for heterogeneous groups results a greater exclusion for the most vulnerable people (own translation). While it is true that San Juan Bautista Private University offers the same opportunities to all its entrants, it is also true that not all the students have received the same preparation for it.

- That there is a group of students who had studied in private schools and had had the opportunity to study English more frequently during the week, but because of an improper teaching practice their brains were blocked causing learned helplessness. Seligman (1975), asserted “failure repetitions in a subject or the negative view that one has in a society regarding failure results generate "learned helplessness".

The answers to the second question: **when you started English I at UPSJB could you understand your teacher’s instruction’s and do your homework on your own?** was asked to know if they had had a bad experience in the teaching-learning process of their childhood in order to discover the roots of their “learned helplessness” as all of the interviewed students have had difficulties in learning English. Group 1 students’ answers:

- Student 2.1, answered that when he entered UPSJB and studied English I, he did not learn or understand anything to the teacher because he had not learned at school. With this answer he thinks that he is not able to learn English now. He has created himself an artificial disability to learn it. According to Seligman (1975), failure
repetitions in a subject or the negative view that one has in a society regarding failure results generate "learned helplessness" that is an artificial disability for this subject created by the student himself. This student had a bad experience in learning English as he responded in his answer number 1 that his English teacher had not let him be in class for two years because of his bad behavior generating him a negative attitude towards the course and a visible “learned helplessness”.

- Student 2.2 as she never studied English at school, she had to ask to a relative who studied English in an institute to help her but it did not work because this person was not prepared to teach. This situation generated frustration in the student because in class she said "my brain is not suitable enough to learn English," in addition she tried to find a reason for her difficult when learning English and said that it was because she spoke Quechua and had a highland accent. This reveals what Zavala and Cordova (2010) “equity is not associated with the same opportunities any more. This is partly because the experience says that equalizing the supply of educational resources for heterogeneous groups results a greater exclusion for the most vulnerable people”. (own translation). While it is true that San Juan Bautista Private University offers the same opportunities to all its entrants, it is also true that not all the students have received the same preparation for it. In this specific case, student 1.2 needed more time for learning English because it was her first time she was studying it. This experience can also generate her a learned helplessness because as Seligman (1975), asserted “failure repetitions in a subject or the negative view that one has in a society regarding failure results generate "learned helplessness".

- For student 2.3 this was his second time he studied English, after his failed attempt he did 5 years ago. This student had already developed a learned helplessness when
he entered the university because he said he felt frustrated in English class as he never managed to understand English and that was the reason he had repeated all the English levels. This case reveals clearly the learned helplessness. Seligman (1975), asserted “failure repetitions in a subject or the negative view that one has in a society regarding failure results generate "learned helplessness".

- Student 2.4 stated that when he studied English I it was like a strong punch for him because his classmates dealt with vocabulary and grammar structures that he did not know, he also indicated that in a large class it is difficult for him to ask the teacher about unknown matters because she has to go fast with the course to follow the syllabus, moreover, his classmates had already understood faster than him. This situation reflects what Zavala and Cordova (2010) asserted “equity is not associated with the same opportunities any more. This is partly because the experience says that equalizing the supply of educational resources for heterogeneous groups results in a greater exclusion for the most vulnerable people” (own translation). While it is true that San Juan Bautista Private University offers the same opportunities to all its entrants, it is also true that not all the students have received the same preparation for it. In this specific case, Student 2.4 needed a tutor to show him the appropriate way to study.

- Student 2.5 said that it was her first time she had an English book and that she could not understand the book's instructions in class and to do homework. This case reveals again that the equity is not associated with the same opportunities (Zavala and Cordova 2010), and as she could not understand she repeated the course and developed in this way a learned helplessness. Seligman (1975), asserted “failure repetitions in a subject or the negative view that one has in a society regarding
failure results generate "learned helplessness" This student could have been helped showing her how to use an English book by a tutor.

- Student 2.6 stated that she did not understand the teacher from English I and that she passed it only thanks to her classmates’ help. With this answer she is admitting, unconsciously, that she was not able to do study English on her own showing her disability to learn it. This action describes what Seligman (1975) said about “learned helplessness” that is an artificial disability for this subject created by the student him/herself.

- Student 2.7 stated that as she studied at a public school she could understand the teacher in English I, but just a little bit. She also added that in English II she could not understand anything because she did not have a good prior English knowledge as she studied it only once a week at school. This case also reveals what Oré (2013) stated that when students leave the schools they have none or very little knowledge of English for many factors, but the most relevant is the lack of exposure to the language.

- Student 2.8 said that even though she studied at a public school she could understand the teacher’s instructions but she could not do writing homework because it were too difficult for her as she did not do any writings at school. She did not develop learned helplessness but she needed guidance to develop writing skill. This case reveals again that the equity is not associated with the same opportunities (Zavala and Cordova 2010) This is partly because the experience said that equalizing the supply of educational resources for heterogeneous groups results a greater exclusion for the most vulnerable people (own translation).

Answers to the second question of the students from “group 2”. Students who were studying the third level of English (Technical English I in Communication Career).
- Students 2.9, 2.10 and 2.11 stated that in English I and II they did their homework using the translator. The translator does not allow the student to do the English mental process to understand or produce the language. The cognition process of these students were limited to copy and paste what the translator said and they disabled their mental process themselves. In the interview student 2.9 stated "I think that the initiation of the problem was the translator, because I did all the tasks using it and I did not learn properly. I did not even use a dictionary to recall the words. I only cheated" (own translation). These students generated learned helplessness as Seligman (1975) defines learned helplessness as an artificial disability for a subject created by the student him/herself.

The analysis of the answers to question number 2 concerning to “Learned helplessness” stated the following:

- The common answer to this topic is that all students believe that because they did not learn English at school, it is impossible for them to learn it at the university. This shows that students interviewed already entered the university with this “label”: as they were not good at English at school they will not be able to learn it at the university. According to Seligman (1975), failure repetitions in a subject or the negative view that one has in a society regarding failure results generate "learned helplessness" that is an artificial disability for this subject created by the student him/herself.

- It is also shown that all the students did not received the same training in English at school but they did receive the same pedagogical English class in a heterogeneous group. This reveals that the equity is not associated with the same opportunities any more. According to Zavala and Córdova (2010) this is partly because the experience says that equalizing the supply of educational resources
for heterogeneous groups results a greater exclusion for the most vulnerable people. López (2005) also named by Zavala and Córdova (2010) said "The notion of equity renounces the idea that we are all the same and thus a new strategy is proposed to achieve that fundamental equality."

The answers to the third question: **Now that you are repeating English II, are you able to do English homework on your own?** was asked to know if they had autonomy in their English learning process. Group 1 students’ answers:

- Student 3.1 answered that he has his book but he cannot use it even though he was repeating the course because he did not understand anything.

- Student 3.2 stated that she cannot do any book exercises on her own. She added that she may succeed in performing the Writing tasks if she practices them, but oral activities are difficult for her and she attributed this difficulty to her highland accent.

- Student 3.3 said that now that he is repeating English II, he has followed the teacher’s instructions he can understand the book better and he can do activities with classmates’ help. This answer reveals that he cannot use his material on his own, yet.

- Student 3.4 openly declared that he has always needed somebody’s help to do his homework. Which indicates that he cannot do it on his own.

- Student 3.5 said that she cannot do the homework on her own because they are too difficult for her. This reveals that he has no autonomy in learning.

- Student 3.6 argued that she can understand the instructions given by the teacher in class, but that when she gets home she does not know how to do the homework. She pointed out that she does not understand instruction in the book, even though she is repeating the level. It is concluded that she does not have any autonomy in learning.
- Student 3.7 stated that since she did not have English previous knowledge, she has to ask for somebody’s help because she is not sure if it is right or wrong. So she has no autonomy in learning.

- Student 3.8 indicated that she can do some homework, however she has to ask a partner to explain her in Spanish what to do. Although Karla demonstrates some autonomy, it cannot be said that she can do the book's tasks on her own.

Group number two that belongs to students of Technical English I (students 3.9, 3.10 and 3.11) were not asked this question because they use a different book that does not have the same characteristics as English I and II books.

The analysis of the answers to question number 3 concerning to “students’ autonomy learning” stated the following:

- The result of these answers is that all the students have no autonomy in learning English. For autonomy in learning is very important to have an independence and critical thinking. “Learner autonomy is essentially a matter of the learner’s psychological relation to the processes and content of learning. We recognize it in a wide variety of behaviours as a capacity for detachment, critical reflection, decision making and independent action. (...) (Little, 2007)

It is important for these student to be autonomous learners in English II, for this reason we believe that it is essential that the English tutor teaches and shows them how to have autonomy in their learning process.

The answers to the fourth question: **are you able to practice English outside the classroom using all your material (book, interactive CD Rom)?** was asked to know how often the students are exposed to the target language during the week. Group 1 students’ answers:
- Student 4.1, answered that he could practice interactive games, but he would not understand them because everything is in English and he does not know English. With this answer we can appreciate that he does not even want to play games because they are in English. As a result, this student does not want to be exposed to English not even playing games.

- Student 4.2 was not asked this question because in question 3 she pointed out that she could only practice writing activities with a classmate help, so it was clear that she did not often practice English at home.

- Student 4.3 stated that in this English level (English II) he is producing more English because he is practicing it more frequently and he is getting better grades. In this level he is overcoming his learned helplessness.

- Student 4.4 said that he cannot practice English because he does not understand it. He added "Perhaps you can practice with the interactive games, but if you do not understand what you are doing, you would never learn it and you will always need somebody who teaches you". This answer reveals that this student has no frequency in practicing English and he is denying himself the possibility of being an autonomous learner.

- Student 4.5 said that she sometimes practices English at home but needs a helper because she said that the speakers in the CD Rom speak very fast and she cannot understand.

- Student 4.6 argued that she does not practice because she does not have time and she does not understand the audios because they speak too fast.

- Karla stated that she practices with the book with some frequency but she is not sure that what she has done is right or wrong so she asks to a classmate. The book has an
interactive system that shows you the answers, which indicates that this student does not know the benefits of the material she has.

The group number two that belongs to students of Technical English I (students 4.9, 4.10 and 4.11) were not asked this question because they use a completely different book which does not have the same characteristics as English I and II books.

The analysis of the answers to question number 4 concerning to “how often the students’ are exposed to the target language” stated the following:

- The common denominator of these answers indicates that the students cannot practice English with their CD Rom because they do not understand instructions.
- Some students want to practice it but they need a person who guides them.
- As Peru is an EFL country, these students are exposed to English only during the class (once a week), they need to be exposed more frequently by practicing at home with their interactive material. If they do not do so, they will not be able to produce any English. Students need massive amounts of exposure of the target language in order to successfully learn it (Muñoz, 2006). The lack of exposure is one of the reasons students are not able to understand tasks and they feel frustrated when they cannot do their homework.

The answers to the fifth question: **If you had had the opportunity to have an English academic tutor at the university, who would have oriented you in English I in a personalized way how to study and use your English material, could you have practiced and done your homework on your own in English II?** was asked to know if the students would attend English tutorial classes and if they consider that English tutors a good alternative to help them understand the course. Group 1 students’ answers:
- Student 5.1 responded affirmatively. He insists that he would have learned better from English I.

- Student 5.2 indicated that it would have helped her having an academic tutor in English I, she said: "Because as I said I had never studied English before, I did not even know how to pronounce a simple name of an animal, I know that an academic tutor would have helped me a lot."

- Student 5.3 also responded in the affirmative and he added: "Because when I am in a large class, of 40 students or more, it is very difficult for me to understand English. I think that it would be a good help for students who do not know English, that a teacher, a professional, can give face to face classes.

- Student 5.4 said yes and argued that it would be a great help to the students who come from public schools.

- Student 5.5 responded also affirmatively. She added that with a tutor who would have guided her in level I, she is sure, she would have been able to pass English II without problems.

- Student 5.6 also responded yes and said that she believes that this was the missing part she needed to have more confidence in English II.

- Student 5.7 said that if she had had a tutor she would have asked him/her the doubts she had and she could have been able to be sure if what she was doing was right or not.

- Karla said that having an academic tutor would have helped her a lot because it would be like practicing with someone who tells her whether she is doing well or not.

Group number two that belongs to students of Technical English I
- Student 5.9 stated that after having finished unsatisfactorily Technical English I (level III of English) she said that if she had had an English tutor she would have been more responsible and would not have used the translator, because the tutor was going to be there motivating her by saying that English is important and she would have studied by heart.

- Student 5.10 indicated that an English tutor would have helped because the tutor would have been aware of her progress and would have studied Level II on her own. She would not have done the homework using the translator.

- Student 5.11 answered affirmatively and added that it would have been helpful because she would not have had to find other people to help her because the tutor was at the university.

The analysis of the answers to question number stated the following:

- The common denominator of all students is that it would have helped them to have an academic English tutor in level I who guides them with the course and with the use of their study materials.

- These students are absolute beginners and need a helper to learn English for the first time. Beare_2 (2016) defines absolute beginners as the learners who have had no or very little English instruction. He also said that requires the teacher to pay special attention to the order in which new language is introduced. This special attention can be done by the English academic tutor.

- San Juan Bautista Private University offers the same opportunities to all their entrants, but as we can see through this study, not all the students have received the same English previous preparation. We can asserted that the equity is not associated with the same opportunity. Zavala and Cordova (2010) asserted “equity is not associated with the same opportunities any more. This is partly because the
experience says that equalizing the supply of educational resources for heterogeneous groups results a greater exclusion for the most vulnerable people.” Morduchovichz (2003) named by Zavala and Córdova (2010) asserted "Equity has not been associated with equal opportunities in access and has focused on the educational outcomes of students and the need to attend mainly the "initial disparities". López (2005) also named by Zavala and Córdova (2010) said "The notion of equity renounces the idea that we are all the same and thus a new strategy is proposed to achieve that fundamental equality" (own translation). We think that an academic English tutor could be the missing part to help equalize inequities and provide equal opportunity for all the students.

5.2.2 Analysis of the questionnaire

The questionnaire is shown in table 3.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Basic</td>
<td>9</td>
<td>45,0%</td>
</tr>
<tr>
<td>Less than basic</td>
<td>11</td>
<td>55,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>

Descriptive level

*Table 4*

*Frequency distribution of Item 1*
Figure 1. Percentage of Item 1

Table 4 and figure 1, A sample of 20 students were asked: “What was your English knowledge when you entered the university?” 55% (11) stated that their English knowledge was less than basic and another 45% (9) stated that their knowledge was basic.

We can see that more than 50% of the interviewed students did not know the elementary English knowledge and they are qualified as “false and absolute beginners” so, they need a special methodically treatment. Beare (2016) names absolute beginners to learners which have had no or very little English instruction. He also names false beginners to English learners who have studied English in school, often for a number of years, but never acquired any real grasp of the language.

*False beginners* will often pick up speed as they remember past lessons. *Absolute beginners*, on the other hand, will progress slowly and acquire each point
methodically. If teachers jump ahead in the order, or begin to include language that absolute learners are not familiar with, things can become confusing quickly.

Table 5

*Frequency distribution of Item 2*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand everything</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>I understand half of it</td>
<td>7</td>
<td>35,0%</td>
</tr>
<tr>
<td>I understand just a little</td>
<td>13</td>
<td>65,0%</td>
</tr>
<tr>
<td>I do not understand</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Figure 2. Percentages Item 2

Table 5 and Figure 2, A sample of 20 students were asked "How much do you think you can understand English readings related to your career, after having studied 2 levels of English at the university?" 65% (13) stated that they could understand just a little and the other 35% (7) stated that they could understand half of it.
We can see that after having studied English I and II not even one student is able to understand a whole English topic related with their career. This is because they were not exposed enough to the target language. As most students studied at school only once a week in their high schools and now at university, the English they learned was not meaningful because of the lack of exposure. Students need massive amounts of exposure of the target language in order to successfully learn it (Muñoz, 2006). The lack of exposure is one of the reasons students are not able to understand tasks and they feel frustrated when they cannot do their homework. We can add that they cannot understand properly a piece of academic text.

**Table 6**

*Frequency distribution of Item 3*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>15,0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17</td>
<td>85,0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>

*Figure 3. Percentage of Item 3*
Table 6 and figure 3 A sample of 20 students were asked “How often can they do the activities of the English book in class?” 85% (17) stated that only sometimes they can do the activities, the other 15% (3) stated that they can do them usually.

With this answer we can infer that 85% of students sometimes work in class with their materials. It means that they are not autonomous learners. According to Little (2007) learner autonomy is essentially a matter of the learner’s psychological relation to the processes and content of learning. We recognize it in a wide variety of behaviors as a capacity for detachment, critical reflection, decision-making, and independent action. We can see that these students, even in the classroom, cannot work with their English material on their own because they think they are not able to do so. They have created themselves an artificial disability. This fact also reflects their learned helplessness. According to Seligman (1975), failure repetitions in a subject or the negative view that one has in a society regarding failure results generate “learned helplessness” that is an artificial disability for this subject created by the system or more specifically by the student’s learning condition.

Table 7

Frequency distribution of Item 4

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Usually</td>
<td>3</td>
<td>15,0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
<td>80,0%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>5,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>
Table 7 and figure 4. A sample of 20 students were asked “How often can they do homework on their own?” 80% (16) stated that only sometimes, the other 15% (3) stated that they can usually do it on their own.

With this analysis we can see that the 80% of the students cannot do homework on their own. These students do not practice at home so they are exposed to the language only in their English class, once a week. Students need massive amounts of exposure of the target language in order to successfully learn it (Muñoz, 2006). The lack of exposure is one of the reasons students are not able to understand tasks and they feel frustrated when they cannot do their homework. We can infer that because of their lack of exposure they have had, they may not be able to do any task on their own.
Table 8

Frequency distribution of Item 5

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Twice or three times a week</td>
<td>5</td>
<td>25,0%</td>
</tr>
<tr>
<td>Once a week</td>
<td>10</td>
<td>50,0%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>25,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

![Bar chart showing frequency distribution](image)

Figure 5. Percentage of Item 5

Table 8 and Figure 5. A sample of 20 students were asked: “How often do they review or practice what they have learned in the English class during the week on their own?” 50% (10) stated once a week, the other 25% (5) stated that they review English or practice it twice or three times a week, while another 25% (5) stated that they never review or practice it.
With this analysis we can see that 75% of the students are not aware of the importance of practicing, or being exposed to English. Students need massive amounts of exposure of the target language in order to successfully learn it (Muñoz, 2006). The lack of exposure is one of the reasons students are not able to understand tasks and they feel frustrated when they cannot do their homework. We believe that a face to face tutoring can make these students aware them the importance of being exposure to the target language.

**Table 9**

*Frequency distribution of Item 6*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can do it on my own.</td>
<td>1</td>
<td>5,0%</td>
</tr>
<tr>
<td>I need a classmate to understand the reading.</td>
<td>7</td>
<td>35,0%</td>
</tr>
<tr>
<td>I use the translator to do it.</td>
<td>12</td>
<td>60,0%</td>
</tr>
<tr>
<td>I never do Reading comprehensions</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>

![Figure 6. Percentages of Item 6](image)
Table 9 and Figure 6. A sample of 20 students were asked: “How do you do reading comprehension activities?” 60% (12) of the students use the translator to do it. Another 35% (7) stated that they need a partner who explains them the reading, while the other 5% (1) said that they can do on their own.

The analysis of this answer reflects that the 60% of the students use a translator to understand a reading. These students do not do the mental process to understand English perhaps they may have had failed attempts to do so and they think they are not able to do so, thus they only cheat the Spanish version through a machine, in this way they are blocking their brains creating themselves an artificial disability which generates in “learned helplessness”. According to Seligman (1975), failure repetitions in a subject or the negative view that one has in a society regarding failure results generate “learned helplessness” that is an artificial disability for this subject created by the system or more specifically by the student’s learning condition.

Table 10

Frequency distribution of Item 7

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>13</td>
<td>65,0%</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>2</td>
<td>10,0%</td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>20,0%</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>5,0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>
Table 10 and Figure 7, A sample of 20 students were asked "In which of these English skills do you think you need personal assessment?". 65% (13) stated in Speaking, 20% (4) in writing, while 10% (2) stated in reading comprehension and (5%) (1) stated needed in listening.

With this analysis we can see that more than 60% of students want to communicate in English orally and they are aware that they need personal tutoring to do so. A personal tutor may tell them that they have to give up using the translator, since this person is a professional in the career can give them some pedagogical strategies and tips, so that they are able to build their own mental process warning them that exposure to the target language is crucial to develop any skills. Muñoz (2006) stated that Students need massive amounts of exposure of the target language in order to successfully learn it. The lack of exposure is one of the reasons students
are not able to understand tasks and they feel frustrated when they cannot do their homework.

Table 11  Frequency distribution of Item 8

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Usually</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17</td>
<td>85,0%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>15,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Figure 8. Percentages of Item 8

Table 11 and figure 8 A sample of 20 students were asked: “How often do you practice English on your own with the interactive material the book offers?” 85% (17) stated that they practice with it only sometimes, the other 15% (3) stated that they never practice English with it.

With the analysis of this question we can understand that 15% of the students do not know how to study English through their interactive material. A personal tutor may tell them the importance of practicing in English. We can infer that if they have
not practiced the interactive system it is because they have not been able to follow the instructions of the book and they think that if they could not understand the book’s instructions, they will not understand the CD Rom either, generating in this way an artificial disability. This brings us to Seligman's (1975) theory about learned helplessness “failure repetitions in a subject or the negative view that one has in a society regarding failure results generate ‘learned helplessness’ that is an artificial disability for this subject created by the system or more specifically by the student’s learning condition”.

Table 12

Frequency distribution of Item 9

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I study on my own.</td>
<td>10</td>
<td>50,0%</td>
</tr>
<tr>
<td>I study with a classmate</td>
<td>4</td>
<td>20,0%</td>
</tr>
<tr>
<td>I study in group</td>
<td>2</td>
<td>10,0%</td>
</tr>
<tr>
<td>I do not study</td>
<td>4</td>
<td>20,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Figure 9. Percentages of Item 9
Table 12 and Figure 9, A sample of 20 students were asked "How do you study when you have English exams?", 50% (10) stated that they study on their own, 20% (4) study with a partner, another 20% (4) do not study and the last 10% (2) said that study in group.

The analysis of this answer shows that 50% of the students study on their own for an English exam. But taking into account that this group use a translator to understand English, we can infer that they also study English using a translator, so students do not do a correct mental process in English. We can also infer that most student want to have autonomy in learning. According to Little (2007), learner autonomy is essentially a matter of the learner’s psychological relation to the processes and content of learning. We recognize it in a wide variety of behaviors as a capacity for detachment, critical reflection, decision-making, and independent action.

According to Gardner (1983) in his multiple intelligences study, students have different ways of learning, and as this analysis shows that most student study alone, we can infer that they want to have autonomy in studying English. For this reason we believe that a face to face academic tutor can show each student the best way to study appropriately to become effective autonomous English learners.

Table 13

*Frequency Distribution of Item 10*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually</td>
<td>10</td>
<td>50,0%</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>40,0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>10,0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100,0%</td>
</tr>
</tbody>
</table>
Table 13 and figure 10: A sample of 20 students were asked: "If there were an English academic tutor at the university who can teach you how to study and use your English material, to what extent would you attend face to face tutoring and ask for help to improve your English grades?, 50% (10) stated that they would usually attend, 40% (8) often and 10% (2) stated sometimes.

In this answer we can see that 100% of students are interested in improving their English marks through personalized tutoring and that 50% think that they are not good at English, they would like to be better and to have the same opportunities as their classmates. San Juan Bautista Private University offers the same opportunities to all their entrants, but not all the students have received the same English previous preparation. We can asserted that this equity is not associated with the same opportunity. Zavala and Cordova (2010) asserted “equity is not associated with the same opportunities any more. This is partly because the experience says that equalizing the supply of educational resources for heterogeneous groups results a
greater exclusion for the most vulnerable people”. Morduchovichz (2003) named by Zavala and Córdova (2010) also asserted “Equity has not been associated with equal opportunities in access and has focused on the educational outcomes of students and the need to attend mainly the initial disparities”. López (2005) named by Zavala and Córdova (2010) suggested "The notion of equity renounces the idea that we are all the same and thus a new strategy is proposed to achieve that fundamental equality" (own translation).

We think that an academic English tutor can be the missing part to the equity and can give the balance with the opportunity.

5.3 Discussion

The results of the analysis of the questionnaire show the following:

- We can see that more than 50% of the interviewed students did not have the elementary English knowledge and they are qualified as “false and absolute beginners” so, they need a special methodology treatment. It is difficult for them to study or do any task in the classroom or at home on their own. In addition, they are not well prepared to understand properly a piece of academic text. This demonstrate that university false and absolute beginner students should have the guidance of an English tutor who can help them understand how to study the target language to become independent learners after the first English level.

- The analysis also shows that 50% of the students study on their own for an English exam. We can infer that they want to be independent English learners so we believe that a face to face academic tutoring can show each student the appropriately method to study to become effective autonomous English learners. This context describes how the guidance of an English tutor can help university false and
absolute beginner English students become independent learners after the first English level.

The results of the analysis of the interview show the following:

- That there are 30% of students who have come from remote parts of the country and who had never studied English at school, therefore, they are qualified as “absolute beginners”. The other 70% studied English only once a week in their high schools, and are qualified as “false beginners”.

This results demonstrate that there is a considerable group of students who had little or no prior English knowledge when they entered the university and are classified as false and absolute beginners. It also revealed that they needed an English academic tutor when they were in English I.

- That 40% of the students had developed “learned helplessness” due to bad experiences they had in their English learning and / or due to the system itself, too much information which is not dosed appropriately (the overcharged English syllabus content that teachers must comply in the insufficient amount of hours allotted for the course by the authorities) causing the students lack of internal locus of control which is the starting point of “learned helplessness”. All of the student believe that since they were not good at English at school they would never learn English.

This context demonstrates that university absolute beginner English students should have an academic English tutor to help them prevent or overcome their learned helplessness.
Finally, there is a group of students who are over the average age of the group who have more responsibilities in their homes than the younger ones. These students believe that they have less possibilities to learn the target language.

We can add that the system has made this group of students develop learned helplessness, so they should also need an academic English tutor to help them overcome their learned helplessness.
Conclusion

By way of common denominator, the questionnaires and the interviews applied through this study confirm that the students who entered the university with little or no English prior knowledge had academic difficulties in their English regular classes.

- The heterogeneous knowledge of English in large groups, the overloaded English syllabus and the short time allotted to the course are the principal elements that impede the appropriate English learning process for absolute beginners in a regular class and generate cases of “learn helplessness”

- The evidences of the interview show that many students have already generated cases of “learned helplessness” and they need an English academic tutor to help them overcome it in order to continue studying English 3 and 4.

- The experience shows that equalizing the English program for heterogeneous groups results exclusions for absolute beginners.
Recommendations

- As the study reveals that for the English course at San Juan Bautista Private University, the notion of equity renounces the idea that not all the students are all the same and my proposal about academic English tutoring can be the new strategy to give the missing balance to achieve the equity.

- Absolute beginner English students should be guided by an academic English tutor through a face to face tutoring program from the beginning of their English I classes and not to expect those students fail the course because in this way students can develop cases of learned helplessness; if so, the English course could be an obstacle to finish their professional career.

- We offer two tentative tutorial proposals, one for students classified as absolute beginners, which is detailed in appendixes D and E and consist of six tutoring sessions. The second proposal is for students classified as false beginners, this process consists in two tutorial face to face sessions which is detailed in appendix F.

- The English teachers at UPSJB should work to identify absolute and false beginner students on the first class day through a “writing evaluation”, in order to make them aware about the importance of the reinforcing tutorial sessions for weak students and send them there from the beginning.
References


**Web Links**

5. http://www.fcctp.usmp.edu.pe/comunicaciones/plan-de-estudios


Appendixes
Appendix A

Consistency Matrix

The Role of English tutors at San Juan Bautista Private University for absolute beginner English students

<table>
<thead>
<tr>
<th>Formulation of the problem</th>
<th>Study objectives</th>
<th>Study Variables</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| General problem. What is the role of English tutors at San Juan Bautista Private University concerning absolute beginner students to become independent learners? | General objectives.  
  • To get to know the importance of the role of English tutors at San Juan Bautista Private University for absolute beginner students.  
  Specific objectives  
  • To describe how the guidance of English tutors influence absolute beginner students to become independent learners.  
  • To demonstrate that absolute beginner students should have academic English tutors, in English I, to help them prevent or overcome "learned helplessness" | Variable I  
  The role of English tutors at San Juan Bautista Private University | Type of research  
  nonexperimental  
  Exploratory – quantitative  
  Research method  
  Exploratory – descriptive  
  Research design  
  Exploratory |

Hernandez, Fernandez and Baptista (2014) state their point of view about this type of research: “Exploratory studies are useful to get to know an unknown phenomenon, when the aim is to examine a topic or research problem that has not been studied before.” In chapter six of their book Research Methodology, they pose and answer this question: “Is it necessary to state a hypothesis in all quantitative research?” the answer is “No, it is not. The fact to state a hypothesis depends on a crucial factor: the initial scope of the study.” (103-104)
Appendix B

Questionnaire

Questionnaire to know students’ prior English knowledge.

1. What was your English knowledge when you entered the university?
   A. Less than basic  
   B. Basic  
   C. Intermediate  
   D. Advanced

2. How much do you think you can understand English readings related to your career, after having studied 2 levels of English at the university?
   A. I do not understand anything  
   B. I understand just a little  
   C. I understand half of it  
   D. I understand the whole thing

3. How often can you do the activities of the English book in class?
   A. Never  
   B. Sometimes  
   C. Usually  
   D. Always

4. How often can you do homework on your own?
   A. Never  
   B. Sometimes  
   C. Usually  
   D. Always

5. How often do you review or practice what you have learned in English class during the week on your own?
   A. Never  
   B. Sometimes  
   C. Twice or three times a week  
   D. Every day

6. How do you do reading comprehension activities?
   A. I do not do readings  
   B. I use translator  
   C. A classmate helps me.  
   D. I do on my own.

7. In which of these English skills do you think you need personal assessment?
   A. Listening  
   B. Reading  
   C. Speaking

8. How often do you practice English on your own with the interactive material the book offers?
   A. Never  
   B. Sometimes  
   C. Usually  
   D. Always

9. How do you study when you have English exams?
   A. I do not study  
   B. I study with a classmate  
   C. I study with group of classmates  
   D. I study on my own.

10. If there were an English academic tutor at the university who can teach you how to study and use your English material, to what extent would you attend face to face tutoring and ask for help to improve your English grades?
    A. Never  
    B. Usually  
    C. Frequently.
Appendix C

Questions of the Interview

1. Have you studied English before joining UPSJB?

2. When you started English I at UPSJB could you understand teacher’s instructions and do your homework on your own?

3. Now that you are in English II or repeating this level, are you able to do all the tasks left by the teacher on your own?

4. Are you able to practice English outside the classroom using your interactive materials, some games or exercises using your own book and DVD Rom?

5. Do you think that if you had had the opportunity at the university to count on an English academic tutor, in a personalized way, who could help and teach you how to study English and use your study materials, you could have practiced and done your homework on your own in English II?
Appendix D

First Tutorial Process for Absolute Beginner English Students at UPSJB

1) In the first “writing test” the regular teacher identifies absolute beginners.

2) The regular teacher gives the student a card pass for tutorial sessions which has to be shown to the tutor as well as his or her first writing test.

3) Tutorial sessions consist of 4 to 6 face to face 30 minutes sessions (homework must not be done in these sessions)

4) First session: Student attends with his or her class material. Tutor diagnoses student’s weaknesses and gives student pieces of advice to improve them. Tutor shows how to use the material properly and tells the student how to do the homework given by the regular teacher properly.

5) Second to sixth sessions: Tutor reviews the homework pointing out student’s achievements and rewards them. Tutor reinforces how to use the material if the student requires it.

On the last session tutor reports to the regular teacher the tutee’s achievements giving the student tips to improve his or her skills and reminding him or her that exposure is crucial to learn English or any other language.
Appendix E

Second Round Tutorial Process for Absolute Beginner English Students at UPSJB

1) Three weeks later if the regular teacher realizes the student continues having difficulties in his or her productions, the student passes to a second round of tutorial sessions.

2) The regular teacher gives the student a card pass for a second tutorial sessions.

3) Second tutorial sessions consist of 2 to 4 face to face 15 to 20 minutes sessions

4) First session: Student attends with his or her class material. Tutor reviews it and gives student pieces of advice to avoid making mistakes. Tutor checks whether the student did the tips he or she was told to. He tells him or her again that exposure to language is very important.

5) Second to fourth sessions: Tutor reviews the homework pointing out student’s achievements and rewards them. Tutor reinforces how to use the material if the student requires it.

On the last session the tutor reports to the regular teacher tutee’s achievements and makes the tutee aware the importance of practicing the target language daily to achieve his or her goals.
Appendix F

Tutorial Process for False Beginner English Students at UPSJB

1) False beginner student asks the regular teacher to be sent to the tutorial sessions.

2) The regular teacher evaluates whether the student needs the tutorial sessions or not. If he or she does, the regular teacher gives the student a card pass.

3) Tutorial sessions for false beginners consist of 2 face to face 20 minutes sessions (homework must not be done in these meetings)

4) First session: Student attends with his or her material. Tutor diagnoses the student’s weaknesses and gives the student advice to improve. The tutor checks student’s homework given by the regular teacher and explains any mistakes. Teacher tells the student to redo his or her homework and the importance of practicing the target language daily.

5) Second session: Tutor reviews the homework. He or she demonstrate student that exposure is crucial to learn and remember English. Tutor points out student’s achievements and rewards them.

In the last session tutor reports to the teacher student’s achievements and gives the students tips to continue improving his or her skills.
Appendix G

Typescript of Students’ Interview – English Version

I. Students who are in the second level of English (repeaters)

Student 1: Diego (18), attends the third cycle of Communication Sciences and is taking English II for the second time.

A.1. Yes, I have. At school. It was twice a week but I could not understand anything because I had problems with the English teacher. It was because my behavior was not good in her classroom and she did not want me to enter her classes. It was like this for two years.

A. 2. I could not do homework on my own. I could not learn anything in English I because I did not learn at school. I could not understand the book or the teacher.

A. 3. Now that I am repeating English II I have low grades, yet. I do not understand the classes very well. I have my tools (book and DVD rom) but I cannot handle it because I do not understand the instructions.

A. 4. I could practice the games of the CD-ROM but I would not understand. Because everything is in English and it is difficult for me.

A. 5. Yes. I think so. Because I would have learned better in basic I and in basic II I had had a little knowledge. It would have been more useful for me. I have thought about going to a language center to have no problems in technical English.

Student 2: Rosmery (23) attends the second cycle of Nursing.

A. 1 Before entering the university I had not studied any English course, because I am from Apurimac, San Juan de Oropeza district and I studied at a public school where we did not have English.

A. 2 I really had a lot of difficult when I started to study English at the university. Speaking or writing were very difficult for me. I have a cousin who studied English at
a language center and she was the one who explained me more and so I learned. But in spite of that I did not understand the teacher and besides as I work and study I cannot do any additional homework because I have no time left.

A.3 I cannot practice English on my own. It's difficult to me. I can understand some things, but it is difficult for me to speak. I can do some writing if I practice it, but the pronunciation is difficult for me, it will be because I have an Andean accent I cannot do it properly.

A.4 (She was not asked this question because it was previously answered)

A.5 Sure I had. It would have helped me a lot because as I do not have any previous English knowledge, if there had been an English tutor I know he/she would have helped me, because as I said I had never studied English, I did not even know how to say a name of an animal, I know it would have helped me a lot.

Student 3: Rony (29), is in the third cycle of Nursing and is taking English II for the second time.

A.1 I will talk about my problems with English. Yes I have. I studied at a Language Center in another university ten years ago. The whole course consisted of 10 cycles but I failed the first cycle twice. That was my first time I studied English. At school I never studied it. When my first teacher spoke about the verbs, the English sentences, it was so complicated for me and I did not understand the teacher and I did not pay attention. By that time I had problems to learn English I and I repeated it twice so I left it.

A.2. When I took up English again at UPSJB in English I, I was 25 years old. I honestly did not understand the English teacher in her class. Because it was the second time I took English and I did not know anything. At the end of the cycle I got 11 in English I, but I honestly passed by cheating from a friend. As a consequence, I had more problems in English II because I did not understand anything in the class. I was lost, I felt helpless, frustrated. I did not know what to do. On the other hand my other classmates knew more than me, so I repeated English II.
A.3 The second time I studied English II with Miss Ana Rosa, I followed her advices, like sitting closer to the teacher, among others. I paid attention to her and with the help of a great classmate Dana, who helped me outside the classroom, with the guidance of the teacher. She taught me English in the library. There, she explained me how to do the homework in detail and now I'm getting better grades because now I can understand how to do homework.

A.4 Yes, now I can practice English with my CD-ROM and I want to prove to myself that I can do it, I want to reach that goal of knowing English.

A.5 Honestly, I could have improved in English II if I had had an English tutor, because when I am in a large class, it is very difficult for me to understand because most of my classmates make noise, and others bother me. I think it is a good idea that a teacher can tell me if I am doing wrong to correct it, how to pronounce it, to write it. Yes, I could have done it on my own in level II if I had had a person in level I who taught me individually. He or she would have made me understand how to study English.

Student 4: Renzo (23) is in the third cycle of Communication Sciences and is taking English II for the second time.

A.1 I have not had English courses outside the public school I studied at. They just taught us from one to two hours a week from 1st to 5th year of high school, but I think they should take more importance to the language because the government does not take importance because the teachers are not well prepared, they give classes very fast and if you want to learn a language classes have to be slower, that is what I think. This experience was the initiation of my discomfort with English course.

A.2 When I entered the university I was taught English I, it was like a pretty strong blow since they started with some topics that I did not know, besides the teacher gave the classes for all the students and could not give additional or reinforcing explanation for
those whom knew less. It was a class of 40 to 45 students. I rarely could do the tasks on my own. At the beginning when I was in 1st cycle, I could understand a little bit, but now that I am in II level, the classes have become more difficult and my knowledge of English have not been improved enough.

A.3 No, the truth is that I cannot do homework on my own. I have always needed the assistance of a family member or someone to help me with English course.

A.4 To practice something you must understand what you are doing first. You can practice it but if you do not understand it you will never learn it at all and you will always need a helper to guide you.

A.5 I do think so. Because if you have a person who can guide you from the beginning, you could practice with a better knowledge to do the exercises or homework. I think it would be a good solution for people like me who have come from public schools with a little knowledge of English and enter the university, because it is known that in private schools students have more English classes so they have more English knowledge than whom come from public schools. The proposal to have someone who can help you is a very good idea.

Student 5: Angie (18) is in the third cycle of Nursing and she is repeating English II.

A.1 Yes I have. I was at a private school where I studied English once a week. I did not understand so much, because the teacher gave us worksheets which we had to solve in class. There was no homework left. We did not practice English.

A.2 I had problems to understanding the words in English, because at school I learned a little English, but at the university it was the first time I had an English book and the instructions in the book are so difficult to understand for me. In level 1 I did the exercises from the book with the teacher guidance in class, but I could not practice at home.

A.3 I can do it but only if someone helps me, but not on my own. I do homework with the help of a classmate who explains step by step how it is.

A.4 I practice with the interactive disc and with the help of a person who guides me. I cannot do it on my own because they talk very fast and I cannot understand.

A.5 Yes I do. With a person who had guided me in level 1, I would have been able to do so.

Student 6: Viviana (33) studies the third cycle of Nursing and she is repeating English II.
A.1. No I haven’t. I studied English only at a public school and it was fifteen years ago so I do not remember any single English word for the subject here at the university.

A.2. No. I could not understand the teacher. I did not know. I passed English level 1 thanks my classmates who helped me with my classroom participation practices.

A.3. No, I cannot do homework on my own because I do understand teacher’s instructions in class but when I get home I forget everything and it is complicated for me. I cannot do daily practices because I do not understand the book instructions. I did not understand instructions in English I either.

A.4. Yes I am. I have practiced with my interactive material but I need to understand it. They speak fast and that makes it difficult for me to do the book exercises.

A.5. I think so. It would have been easier for me in English II if I had had someone who had helped me. Because if you want to learn a foreign language (English) you always need someone who helps you to reach the next level. I think that was the missing part which we did not have to get more confidence for the second level.

Student 7: Rosita (18) she studies the second cycle of Nursing.

A.1. No I haven’t. At school I studied it. But I had one hour a week and the teacher did her class and she left. She did not leave homework, did not leave exercises to practice, did not check the books so I there was no interest in the course. I did not understand the words that there were in the book and nobody cared. I had nobody to ask.

A.2. I understood some things because the teacher spoke in Spanish and she explained, but what she said in English I did not understand, because I did not have a good English prior knowledge. I did not know what had to do because I did not understand the words, I did not know what the words or the instructions in the book meant.
A. 3. I cannot do homework on my own, I have to ask for help because I'm not sure, because since I do not have a good English prior knowledge, I'm not sure if it's right or wrong. I ask for help from the Internet, from the teacher or from my classmates whom tell me outside the classroom how to do the homework.

A. 4. I can do the didactic things (the interactive games), but what it says in the book I do not understand, and since I do not understand it I do not do.

A. 5. I think it would have helped me. It would have given me the chance to ask somebody things that I do not know, In this way I would have had more confidence. I would have known if it was right or wrong, If I was doing well or not.

Student 8: Karla (18) studies the second cycle of Nursing.

A. 1. I only studied it at the level of a public school (Federico Villarreal). My experience was that when I was in 5th grade high school I noticed that a classmate knew more than the teacher and explained better than the teacher. Unfortunately, at the beginning of the year the teacher had an accident and we did not have English classes any more. We did not have English for the rest of the year and that is why I am struggling with the English II now.

A. 2. When I entered the university and I studied English I, I could do little things, I could speak some things but in writing it was quite complicated. I passed level 1, only for my speaking, for my oral participation in class.

A. 3. Some things I can do on my own. It was very complicated for me. I go to a classmate’s house who knows English and she helps me, she explains some things about English that I cannot understand.

A.4. Well, on my own I am not. I do not know if what I have done is right or wrong. That's why I go to a partner’s house who tells me if it's okay or not.

A. 5. I think it would have helped us a lot. Because it would be as if we, outside of classroom, could do the homework with the guidance of a tutor who could tell us if what we are doing is okay or not.

II. Students who are in English III “Technical English I”

Student 9: Alondra (20) studies Communication Sciences and is in fifth cycle. She is studying Technical English I.
A. 1. Yes, I studied at a private school 2 hours a week, but I did not learn much because from the beginning I did not understand it and I did not have much interest because I did not like English and I did not understand it. This situation was always in the same way: I did not understand it and I did not like it so I left it aside. In the exams, my parents hired the English teacher for private classes. I went to her house on the previous days of the examination and she taught me, privately. She provided me with the questions that were going to come in the exam and so I passed the exams.

A. 2. I did my homework but not because I wanted or liked but because of the grades and I used the translator. I think that was the problem because I did not learn it properly. I did not even use a dictionary to record in my mind the new words. I presented works using the translator and that was the way I passed English I and II.

A. 3. (This question was already answered in question 2)

A. 4. (This question was already answered in question 2)

A. 5. Yes I do. I think I would have learned more because the tutor was not only going to be there to teach me, but that he was going to be there for motivating me and telling me that English is important. Because I believe that if a person knows that English is important this person will study more. If you take it as "Oh, English, why am I going to study English", you do not think that English is important. But if a person knows that English is important, this person begins to study thoroughly. And I think that now I'm just going to start studying English conscientiously, I'm motivating myself because it's important. I am planning to go to the British Centre, to learn since the beginning English.

Student 10: Chantel (21) studies the fifth cycle of Communication Science career.

A. 1. I studied English in a public high school and it was only 2 and a half hours a week.

A. 2. I could not do homework on my own because I needed an online translator. I translated everything and so I could do the tasks that the teacher left me to.
A. 3. I think it was very fast and I did not study it at school so I did not have the appropriate prior knowledge. I think that's the essential thing.

A. 4. I could not do homework because I needed the translator to understand. We only worked with the CD rom in class. I never practiced it on my own.

A. 5. I do think so. Because an English tutor, in one way or another, would be aware of how I could improve my English. It would have helped me in level I because I would have done level II without the translator.

Student 11: Abigail (18) studies the fifth cycle of Communication Science career.

A. 1. English is very difficult for me to understand a single sentence since I have not had the prior knowledge required. I studied English at school but just a little bit, only once a week, which did not help me and it is difficult for me.

A. 2. In English I, since it was very basic, I asked for help to do my homework, because I did not understand what the teacher said. She said that we had already had to come with the basic English knowledge and I did not have that knowledge and that's why it was very difficult for me to do the tasks and I had to use the Google translator. In English II I could not understand and it became complicated so I failed the course. I had to take the disapproved examination and I passed the course with the lowest mark. Level III has shocked me because it is different to what and how I used to study, it is not easy anymore. In this level it is very useful your English knowledge.

A. 3. ((This question was already answered in question 2)

A. 4. ((This question was already answered in question 2)

A. 5. Certainly, in one way or another it would have been a great help because I would not have asked other people to help me or used the translator because I would have found this help here at the university and it would have been easier for me to understand English. We have been told that we had already had to come with basic English knowledge. But what could do students like me who had come from public schools where English is not taught appropriately?
Appendix H

Typescript of Students’ Interview – Spanish Version

Estudiantes que están en el segundo nivel de Inglés (repitentes)

Estudiante 1: Diego (18), cursa el tercer ciclo de Ciencias de la Comunicación y está llevando Inglés II por segunda vez.

R.1. Sí. En el colegio. Fue dos veces por semana pero no pude entender nada porque tuve problemas con la profesora de Inglés. Lo que paso fue que mi conducta no fue tan buena y la profesora no quería que ingrese a sus clases. Fue así durante dos años.

R. 2. No pude hacer tareas yo solo. No pude aprender nada en Inglés I porque no aprendí en el colegio. No podía entender el libro ni a la profesora.

R. 3. Ahora que estoy repitiendo Inglés II sigo bajo en las notas. No entiendo muy bien las clases. Tengo mi herramienta pero no la puedo manejar. No entiendo.

R. 4. Podría practicar los juegos del Cd-rom pero igual no lo entendería. Porque todo está en Inglés y se me dificulta.


Estudiante 2: Rosmery (23) cursa el segundo ciclo de Enfermería.

R.1 Antes de ingresar a la universidad yo no he llevado el curso de Inglés, porque yo soy de Apurímac del distrito de San Juan de Oropeza y estudié en un colegio estatal donde no llevábamos Inglés.
R.2 La verdad tenía bastante dificultad cuando empecé a estudiar Inglés en la universidad. Al momento de hablar o escribir se me dificultaba mucho. Tengo una prima que estudió Inglés y ella fue quien me explicó más y así aprendí. Pero a pesar de eso no le entendía a la profesora y además como yo trabajo y estudio no podía realizar prácticas adicionales.

R.3 No puedo practicar yo sola. Se me dificulta. Algunas cosas sí puedo entender pero se me dificulta hablar, aunque en la escritura más o menos sí lo practico si lo puedo realizar, pero la pronunciación se me dificulta mucho, será porque tengo un dejo y se me dificulta y no lo puedo lograr.

R.4 (no se preguntó)

R.5 Sí. Más que todo me hubiera ayudado mucho porque como yo no tengo ninguna base ni nada, si hubiera habido un tutor de inglés yo sé que me hubiera ayudado, porque como dije yo nunca había llevado Inglés no sabía ni como pronunciar un nombre de un animal, yo sé que sí me hubiera ayudado bastante

Estudiante 3: Rony (29), Cursa el tercer ciclo de Enfermería y está llevando Inglés II por segunda vez.

R.1 Voy a hablar sinceramente sobre mis problemas con el curso de Inglés. Sí. Estudié en el Centro de Idiomas de Winner Carrión. Eran 10 ciclos pero me quedé en la segunda base. Esa fue mi primera vez que llevé Inglés. En el colegio nunca lo llevé. Cuando la miss habló sobre los verbos, las oraciones de Inglés, se me complicó mucho y no le entendí a la profesora, por la razón que no presté atención, tuve problemas y por todo eso nunca lo aprendí y repetí dos veces y lo dejé.
R.2. Cuando retomé el Inglés en la San Juan Bautista, en Inglés I, tenía 25 años. Sinceramente no le comprendí a la miss en sus clases de Inglés. Porque fue la segunda vez que llevé Inglés y no sabía nada. Como eran 3 bases (3 unidades por ciclo) saqué 08 ó 9. Pasé con 11, pero sinceramente pasé por copiar de un amigo. Y allí tuve problemas en la segunda base de Inglés. En el segundo nivel de Inglés tuve más complicaciones porque no entendí nada en la clase, las oraciones que hacía la miss, en los libros. Me perdía, me sentía impotente, frustrado por todo eso, no sabía qué hacer. En cambio mis otros compañeros, sabían algunos y otros plagiaban y cómo yo soy una persona así, me aislé para aprenderlo bien, pero igual, nunca logré captar el inglés y por eso repetí la segunda base de Inglés.

R.3 En la segunda vez que estuve llevando Inglés II con la Miss Ana Rosa, para poder captar bien el inglés, me senté adelante (porque son sugerencias de una docente), le hice caso y me senté adelante y poco a poco, con la guía del libro, y también con una gran amiga que se llama Dana que me ayudó mucho, bastante, fuera de clase. Nos encontrábamos en la biblioteca y nos dábamos una media hora o 20 minutos. Allí me explicaba detenidamente. Y ahora ya estoy mejorando. Sé como formar oraciones con “will, going to” y ahora lo estoy captando mucho mas y ahora deseo que mi persona pueda hacer mucho mas con el Inglés, poder captarlo, porque ya en 5to ciclo llevo Inglés técnico I que es mas complicado.

R.4 Si puedo practicar Inglés con mi Cd-rom y quiero demostrarme a mí mismo que si puedo hacerlo, quiero llegar a esa meta de entender el Inglés y nunca perderme y seguir adelante.

R.5 Sinceramente sí hubiera podido mejorar en Inglés II si hubiera tenido un tutor de Inglés, porque cuando estoy en
clase con un grupo de 40 alumnos o muchas personas, es muy complicado entenderlo porque la mayoría de mis compañeros hacen bulla, y otros te incomodan. Porque para mi persona es muy eficaz que una teacher, una miss, pueda dar clases personalmente, porque allí sí yo sé que lo puedo comprender, porque tendría una persona allí que me diga si hago mal y lo corrige, y es muy importante para mí, ella me estaría enseñando cómo pronunciarlo, escribirlo. Si hubiera podido hacerlo yo solo en el nivel II porque si hubiera tenido una persona en el nivel I a una persona que me enseñe personalmente, si le hubiera captado mucho mejor el inglés. Me hubiera hecho entender cómo estudiarlo.

Estudiante 4: Renzo (23) cursa el tercer ciclo de Ciencias de la Comunicación y está llevando Inglés II por segunda vez.

R.1 No he tenido cursos de Inglés fuera del ámbito escolar. Simplemente nos enseñaban de una a dos horas a la semana de 1ro a 5to de secundaria, pero yo creo que deberían tomarle más importancia al tema del idioma porque el estado no le toma importancia porque los profesores no están bien capacitados, dictan muy rápido las clases y para aprender un idioma tiene que ser más pausado, creo. Desde ese punto de vista partí mi malestar con el curso de inglés.

R.2 Cuando ingresé a la universidad me enseñaron Inglés I, fue como un golpe bastante fuerte ya que empezaban con unos temas que yo no estaba en línea o no estaba al tanto, además la docente dictaba las clases para todos y no se podía atrasar para ponerse a nivel de los que menos saben. Era una clase de 40 a 45 alumnos. Pocas veces podía hacer las tareas yo solo. Al principio cuando estaba en 1er ciclo, algo que podía entender, pero ahora que estoy en II nivel ya las clases se hicieron mas fuertes y escaseaba mi conocimiento de Inglés.

R.3 No, la verdad que no puedo hacer las tareas yo solo. Siempre he tenido que necesitar la ayuda de un familiar o de alguien.

R.4 Lo que pasa es que para practicarlo uno debe entenderlo primero. Uno puede practicarlo pero si no lo entiende nunca se va a llegar al punto preciso que es aprenderlo al 100% y siempre se necesita de alguien que pueda enseñarte,

R.5 Yo creo que sí. Porque ya teniendo a una persona que te pueda orientar ya podrías practicar con una mejor base y así poder desarrollar los ejercicios. Yo creo que sería
una muy buena solución para las personas que ingresan recién a la universidad y más si vienen de un colegio estatal, porque tengo entendido que en un colegio particular le dedican más tiempo al inglés. Pero que salgas de un colegio estatal y que ingreses a la universidad y metete al inglés así, yo creo que es un poco difícil. Está muy buena la propuesta de tener alguien quien te pueda ayudar.

Estudiante 5: Angie (18) estudia el 3er ciclo de la carrera de Enfermería.

R.1 Sí. Estuve en un colegio particular y llevaba una vez a la semana Inglés. Me fue más o menos porque no entendía tanto, porque nos daban unas hojitas que nos la hacían resolver y nada más. No había tarea para la casa, nada.

R.2 Tenía dificultad en entender las palabras en Inglés, porque en el colegio aprendí un poco de Inglés, pero en la universidad era primera vez que tenía un libro de Inglés y las indicaciones que decía el libro se me complicaban. En el nivel 1 hacía los ejercicios del libro con la profesora en clase, pero en las prácticas se me complicaba.

R.3 Con ayuda si puedo, pero sola se me complica. Hago las tareas con ayuda de una compañera que me explica paso a paso cómo es.

R.4 Practico con el disco con ayuda de una persona que me oriente. No puedo hacerlo sola porque hablan muy rápido y no entiendo.

R.5 Sí. Con una persona que oriente en el nivel 1 sí hubiera podido.

Estudiante 6: Viviana (33) cursa el 3er ciclo de la carrera de Enfermería.
R.1 No. No he estudiado Inglés. El Inglés que llevé fue en el colegio, hace 15 años. Colegio estatal. No me acuerdo del Inglés para el desenvolvimiento aquí en la universidad.

R.2 No. No podía entenderla. No sabía. Pasé el nivel 1 con ayuda de mis compañeros que me ayudaban con las prácticas en clase.

R.3 No puedo hacer las tareas yo sola porque en clase lo comprendo pero llego a mi casa y se me complica porque no puedo hacer prácticas diarias porque no entiendo lo que dice el libro porque no he tenido práctica anterior en el primer ciclo.

R.4 Sí. He practicado pero me falta entenderlo. Hablan rápido y eso se me dificulta para resolver el libro.

R.5 Yo creo que sí. Hubiera sido más fácil desenvolverse en Inglés II. Porque siempre en Inglés necesitas una ayuda que te sirva para esforzarte para el nivel siguiente. Creo que esa parte nos faltó a nosotros para tener confianza en el segundo nivel.

Estudiante 7: Rosita (18) cursa el 2º ciclo de la carrera Enfermería.

R.1 No. En el colegio sí. Pero tenía una hora a la semana y la profesora hacía su clase y se iba, no dejaba tarea, no dejaba ejercicios, no revisaba los libros y el interés por el curso se fue. No entendía las palabras del libro y lo dejaba allí.

R.2 Entendía algunas cosas porque hablaba en español y lo explicada, pero lo que decía en Inglés no, porque no tenía una buena base. No sabía lo que tenía que desarrollarse porque no entendía las palabras, no sabía lo que significaban las palabras ni las instrucciones del libro.

R.3 No puedo hacer sola las tareas, tengo que pedir ayuda porque no estoy segura, porque como no tengo una buena base, no estoy segura si está bien o está mal. Pido ayuda de Internet, de la profesora o de mis compañeras que me dicen cómo hacerlo fuera de clase.

R.4 Las cosas didácticas (los juegos interactivos) sí las puedo hacer, pero en sí lo que dice en el libro no lo entiendo, y como no lo entiendo no lo hago.
R.5 Yo creo que sí me serviría como de apoyo para poder preguntarle algunas cosas que yo no sé, para que me pueda orientar y ayudar para tener más seguridad y para saber si está bien lo que estoy haciendo y poderme decir si estoy haciendo bien o mal.

Estudiante 8: Karla (18) Estudia el 2do ciclo de Enfermería.

R.1 Solo lo llevé a nivel de colegio estatal (Federico Villarreal). Mi experiencia fue que cuando cursé 5º una compañera sabía más que la profesora y explicaba más que la profesora. La profesor tuvo un accidente y dejó de asistir al colegio y no llevé por medio año Inglés y es por eso que se me dificulta el nivel Inglés II que estoy llevando ahora.

R.2 Cuando ingresé a la universidad, en Inglés I, si podía hacer cosas pequeñas, podía hablar algunas cosas. En la escritura se me complicaba bastante. Aprobé el nivel 1, más que todo, hablándolo, con mis participaciones en clase.

R.3 Algunas cosas puedo hacer sola. Se me complicaba bastante. Fuera de las clases de la universidad voy a la casa de una compañera que tiene una buena base de inglés y me ayuda explicándome algunas cosas de Inglés que no puedo entender.

R.4 Bueno, sola no. No se si estará bien o no. Por eso voy donde una compañera para que me explique si esta bien o no.

R.5 Yo creo que sí nos hubiera ayudado bastante. Porque sería como si nosotros, fuera de las horas de clase, podríamos hacer las tareas y con la ayuda de un tutor que nos dirija para que nos diga si está bien o no lo que estamos haciendo.

**Grupo II. Estudiantes que están en el Tercer nivel de Inglés “Inglés Técnico 1”**
Estudiante 9: Alondra (20) estudia la carrera de Ciencias de la Comunicación y está en 5to ciclo Inglés Técnico 1

R.1 Sí. Estudié en el colegio. Colegio particular que tenía 2 horas a la semana, pero no aprendí mucho porque desde un principio no lo entendía y no le tuve mucho interés porque el curso de Inglés no me gustaba y no lo entendía, y así fue siempre no me gustaba, no lo entendía y lo dejaba de lado. En los exámenes la profesora de Inglés me daba la oportunidad de ir a su casa días previos del examen para que me enseñe y me de las preguntas que iban a venir en el examen. Pagaba la hora S/. 15.00 y me daba 2 horas y así pasaba los exámenes.

R.2 Las hacía no porque yo quería hacerlas o porque me gustara, sino por las notas y creo que allí fue el problema porque las hacía con el traductor y no aprendía a conciencia. Y ni siquiera diccionario para poder grabarme las palabras. Presentaba trabajos usando el traductor y así pasé Inglés I y II.

R.3 (No se preguntó porque la respuesta dio en la pregunta anterior)

R.4 (No se preguntó porque la respuesta dio en la pregunta anterior)

R.5 Si. Yo creo que sí hubiera aprendido más porque el tutor no solamente iba a estar allí para enseñarme sino que iba a estar allí motivándome y diciéndome que el Inglés es importante. Porque yo creo que si una persona sabe que el Inglés es importante va a estudiar más. Si lo toma como “Ay, Inglés, para qué voy a estudiar Inglés”, no le toma la importancia. Pero si una persona sabe que es importante el Inglés, empieza a estudiar a conciencia. Y creo que ahora recién voy a empezar a estudiar a conciencia el Inglés, me estoy motivando porque es importante. Pienso ir al Británico, para aprender bien la base y allí solita ya avanzar.

Estudiante 10: Chantel (21) Cursa el 5to ciclo de la carrera Ciencias de la comunicación.

R.1 Llevé el curso de Inglés en secundaria en colegio nacional y era solamente 2 horas y media a la semana.

R.2 No podía hacer las tareas sola porque necesitaba la ayuda del traductor. Yo lo traducía y así podía avanzar las tareas que me dejaban.
R.3 Creo que fue muy rápido y no tuve una buena base en el colegio. Creo que eso es lo esencial.

R.4 No podía hacer tareas porque necesitaba la ayuda del traductor porque no las entendía. El Dvd solo lo usábamos en clase. Nunca lo practiqué yo sola.

R.5 Yo creo que sí. Porque el tutor de una forma u otra estaría pendiente de cómo sería mi evolución ahora. Me hubiera ayudado en nivel I porque yo hubiera hecho sola el nivel II.

Estudiante 11: Abigail (18) Cursa el 5to ciclo de la carrera Ciencias de la Comunicación.

R.1 La experiencia que he tenido con el Inglés es que se me hace muy difícil entender ya que no he tenido una buena base. Llevé Inglés en el colegio pero muy poco, solo una vez a la semana, lo cual no me ayudó y se me complicó.

R.2 En Inglés I, como era muy básico, pedía ayuda para hacerlas tareas, porque lo que me explicaba la profesora no le entendía. Ella decía que nosotros ya teníamos que venir con una base y yo no tenía esa base y por eso se me hacía difícil y las tareas las hacía con ayuda del traductor. En Inglés II ya lo fui dejando porque se me hizo complicado y tuve que dar aplazado para poder aprobar. El nivel III me ha chocado porque es distinto a lo que llevaba, ya no es algo fácil. Allí sí te sirva tener más base para poder avanzar.

R.3 (no se preguntó porque la respuesta la dio en la pregunta anterior)

R.4 (no se preguntó porque la respuesta la dio en la pregunta anterior)
R.5 Claro, eso de alguna u otra manera hubiera servido de gran ayuda porque ya no hubiera buscado a otras personas para que me ayuden y lo hubiera encontrado aquí en la universidad y se me hubiese hecho más fácil y de esa manera hubiera logrado yo también aprender. Porque nos decían que nosotros ya teníamos que venir con una base, ya saber algo. Pero qué hacíamos las personas como yo que veníamos de colegio estatal y el profesor solo se enfocaba en revisar cuadernos, que estén limpios y ordenados. Esa era su calificación.
Appendix I

Mg. Eduardo Ruiz Sevillano’s report - Math teacher

Informe

Yo, Mg. Eduardo Ruiz Sevillano, Economista y Contador, identificado con DNI No. 08777614, manifiesto que en el año 2011 laboré en la Universidad Las Américas como docente, enseñando el curso de Matemática Financiera los días lunes y miércoles, cinco horas pedagógicas a la semana a un grupo grande de aproximadamente 40 alumnos de tercer ciclo de la carrera de Administración. En la primera evaluación se evidenció que algunos estudiantes tenían dificultad en el curso. Por tal motivo ese año la decana de la facultad de Administración, Marketing y Negocios Internacionales de la Universidad, Dra. Lili Chang Sanchez, implantó la tutoría para el curso de Matemática solo en las áreas que ella presidía, para los alumnos que necesitaran refuerzo. La tutoría de Matemática consistía en que el profesor de aula enviaba a los alumnos que tenían un promedio menor a 12 a clases de refuerzo que eran dictadas por otro profesor de la especialidad que era el tutor del área.

Las tutorías se llevaban a cabo en clases grupales con pocos estudiantes, los días martes y Jueves en el horario que el tutor establecía. El tutor en ese año académico fue el Profesor Mg Carlos Hinostrosa Amaro cuya especialidad es matemática. Al finalizar el ciclo académico pude comprobar que el rendimiento de los alumnos que llevaron la tutoría se elevó considerablemente.

Esta tutoría, lamentablemente, no continuó en los años siguientes por cuanto la Dra. Chang fue cambiada de área.

Emito este informe a solicitud de la Lic. Ana Rosa Gordillo Rios, como antecedente para su investigación científica que está produciendo en la Universidad Nacional de Educación Enrique Guzmán y Valle. Asimismo adjunto mi constancia de trabajo en la cual acredita que en ese año laboraba en esa universidad como docente enseñando, entre otros cursos, Matemática Financiera.

Surco, 12 de Diciembre de 2016

[Signature]

Mg. Eduardo Arturo Ruiz Sevillano
DNI. 08777614
Appendix J

Mg. Carlos Hinostroza Almaro’s report – Math tutor

Yo, Mg. Carlos Hinostroza Amaro, manifiesto que a la fecha continuo laborando en la Universidad Las Américas, entre otras, y que en el año 2011 fui tutor del curso de Matemática, cuyo informe, que se reportó oportunamente a mis superiores, copio debajo a solicitud de la Lic. Ana Rosa Gordillo Rico a fin de que sirva como antecedente para la investigación científica que está prestando en la Universidad Nacional de Educación Enrique Guzmán y Valle con respecto a Tutorías Universitarias.

A. Dra. Lili Chang Sanchez
De: Mg. Carlos Alberto Hinostroza Amaro.
Fecha: 06 de Febrero del 2011
Asunto: Informe de Tutoría

Tengo el agrado de dirigirme a Usted para expresarle mi más sincero saludo y a la vez comunicarle lo siguiente en lo referente a la tutoría realizada en el ciclo 2011 – II:

DEFI CIEN CIAS:

✓ La participación del alumnado para el uso de la tutoría se hace notar más en los momentos de los exámenes parcial o final. Muy poco en los otros momentos del ciclo.
✓ He observado en un grupo de alumnos del primer ciclo turno Noche tienen un nivel muy pobre en el aspecto académico, especialmente en matemática.
✓ Veo en muchos alumnos que faltan con mucha regularidad a clases. Por lo tanto su avance será deficiente en muchos cursos.
✓ Muchos alumnos sobre todo en los cursos de ciencias piensan que con trabajos pueden aprobar el curso.

LOGROS:

✓ Se logra a un grupo de alumnos orientarlos en sus problemas familiares, académicos, sentimentales para que vean que su prioridad son sus estudios universitarios.
✓ Se realizan clases extras de matemática a un grupo de alumnos que tienen bajo nivel académico, logrando por lo menos mejorar a un gran número.
✓ Se les habló constantemente para que puedan estar presente en sus clases, en muchos momentos se les increpa su actitud cuando se les encontraba fuera de las aulas (Patio, escaleras, etc). Es alentador que algunos toman conciencia de sus actos.
✓ Se les dijo hasta el cansancio que los alumnos tienen que demostrar su esfuerzo en sus prácticas calificadas, intervenciones en pizarra o escritas para que el profesor o profesora sepa de sus avances. Los trabajos en cambio son complementos de su aprendizaje.

Lima, 12 de Diciembre de 2016

[Signature]

Mg. Carlos Hinostroza Amaro

DNI: 06582262
Appendix K

Mg. Eduardo Ruiz Sevillano’s job certificate

UNIVERSIDAD PERUANA DE LAS AMÉRICAS S.A.C.
RESOLUCIÓN N° 100-2009-CONAFU

CONSTANCIA DE TRABAJO

Conste por el presente documento que el Sr. RUIZ SEVILLANO EDUARDO ARTURO con DNI No. 08777614 laboró en nuestra Institución como DOCENTE UNIVERSITARIO con un contrato a tiempo parcial en los periodos siguientes:

- Del 02 de Mayo del 2011 hasta el 15 de Febrero del 2016

En este periodo enseñó los cursos siguientes:

- Negocios Internacionales
- Marketing Internacional
- Matemáticas Financiera
- Economía Internacional
- Planes de Negocio

Se extiende el presente documento a solicitud del interesado para los fines que estime conveniente.

Lima, 29 de Noviembre del 2016

[Signature]
Appendix L

USIL’S advertisement

Student Tutoring Program
DIRECTIVAS

- La fecha del inicio del programa es en la semana 2.
- Toda Asesoría Académica deberá ser solicitada por medio de Infosil.
- Se solicitarán sólo en días hábiles, con una anticipación no menor de 48 horas.
- La asesoría puede ser solicitada sólo por el alumno que no tenga más del 20% de inasistencias.
- En semana de exámenes parciales se suspenden las tutorías.
- Los alumnos que no asistan a las asesorías quedan inhabilitados para solicitarlas nuevamente durante el período en curso (2017-02).

Cursos de Inglés - Pregrado Regular

Tips
- Partícipa activamente en clase.
- Sé autónomo, has uso de las plataformas virtuales.
- Usa el inglés tanto como puedas.
- Estudia mucho y sé perseverante.

Examen Internacional (Nivel B2)

No dejes de practicar! Matrícúlate en cursos electivos y de carrera dictados en inglés.
Appendix M

Peruvian University Law 30220 – Art. 87.5

calidad intelectual y académica del concursante conforme a lo establecido en el Estatuto de cada universidad.
La promoción de la carrera docente es la siguiente:

83.1 Para ser profesor principal se requiere título profesional, grado de Doctor al mismo que debe haber sido obtenido con estudios presenciales, y haber sido nombrado antes como profesor asociado. Por excepción, podrán concursar sin haber sido docente asociado a esta categoría, profesionales con reconocida labor de investigación científica y trayectoria académica, con más de quince (15) años de ejercicio profesional.

83.2 Para ser profesor asociado se requiere título profesional, grado de maestro, y haber sido nombrado previamente como profesor auxiliar. Por excepción podrán concursar sin haber sido docente auxiliar a esta categoría, profesionales con reconocida labor de investigación científica y trayectoria académica, con más de diez (10) años de ejercicio profesional.

83.3 Para ser profesor auxiliar se requiere título profesional, grado de Maestro, y tener como mínimo cinco (5) años en el ejercicio profesional.

Los requisitos exigidos para la promoción pueden haber sido adquiridos en una universidad distinta a la que el docente postula.

En toda institución universitaria, sin importar su condición de privada o pública, por lo menos el 25% de sus docentes deben ser a tiempo completo.

Artículo 84. Periodo de evaluación para el nombramiento y cese de los profesores ordinarios
El período de nombramiento de los profesores ordinarios es de tres (3) años para los profesores auxiliares, ocho (8) para los asociados y siete (7) para los principales. Al vencimiento de dicho periodo, los profesores son ratificados, promovidos o separados de la docencia a través de un proceso de evaluación en función de los méritos académicos que incluye la producción científica, lectora y de investigación.

El nombramiento, la ratificación, la promoción y la separación son decididos por el Consejo Universitario, a propuesta de las correspondientes facultades.

Toda promoción de una categoría a otra está sujeta a la existencia de plaza vacante y se ejecuta en el ejercicio presupuestal siguiente.

Tiene una bonificación especial del cincuenta por ciento (50%) de sus haberes totales. Está sujeto al régimen especial que la universidad determine en cada caso.

El Vicerrectorado de investigación o la autoridad competente evalúa cada dos años, la producción de los docentes, para su permanencia como investigador, en el marco de los estándares del Sistema Nacional de Ciencia, Tecnología e Innovación Tecnológica (SNACYT).

Artículo 87. Deberes del docente
Los docentes deben cumplir con lo siguiente:

87.1 Respetar y hacer respetar el Estado social, democrático y constitucional de derecho
87.2 Ejercer la docencia con rigurosidad académica, respeto a la propiedad intelectual, ética profesional, independencia y apertura conceptual e ideológica.
87.3 Generar conocimiento e innovación a través de la investigación rigurosa en el ámbito que le corresponda, en el caso de los docentes orientados a la investigación.
87.4 Perfeccionar permanentemente su conocimiento y su capacidad docente y realizar labor intelectual creativa.
87.5 Brindar tutoría a los estudiantes para orientarles en su desarrollo profesional y/o académico.
87.6 Participar de la mejora de los programas educativos en los que se desempeña.
87.7 Presentar informes sobre sus actividades en los plazos que fije el Estatuto y cuando le sean requeridos.
87.8 Respetar y hacer respetar las normas internas de la universidad.
87.9 Observar conducta digna.
87.10 Los citados que disponen las normas internas y demás normas dictadas por los órganos competentes.

Artículo 88. Derechos del docente
Los docentes gozan de los siguientes derechos:

88.1 Ejercicio de la libertad de cátedra en el marco de la Constitución Política del Perú y la presente Ley.
88.2 Elegir y ser elegido en las instancias de dirección institucional o consulta según corresponda.
88.3 La promoción en la carrera docente.
88.4 Participar en proyectos de investigación en
**Appendix N**

**Expert opinions’ results**

In this appendix it can be seen the reports of the experts’ opinions which concern to this thesis.

The experts who validated them were teachers from the National University Enrique Guzman y Valle and they were:

<table>
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<th>Expert Name</th>
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<td>Dr. Zárate Aliaga Edith.</td>
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UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES
a. Apellido y Nombre(s) del informante: ORE DE LOS SANTOS, HÉRVE ALFONSO
b. Cargo o institución donde labora:
   
c. Nombre del instrumento: Guía de entrevista
d. Autor del instrumento: Ana Rosa Gordillo Ríos
e. Sección: Maestría-Mención. Enseñanza de Inglés como lengua extranjera
f. Tesis: The role of English tutors at San Juan Bautista Private University for absolute beginner English Students.

II. ASPECTOS DE VALIDACIÓN

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<th>CRITERIOS Cualitativos</th>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA

IIII. OPINIÓN DE APLICABILIDAD

ES APLICABLE

IV. PROMEDIO DE VALORACIÓN

Lugar y fecha: LIMA, 8 DE NOVIEMBRE DE 2015

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máster del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: CRE DE LOS SANTOS, Miguel Ángel
   b. Cargo e institución donde labora: OMT - DALEX
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Ana Rosa Gordillo Ríos
   e. Tesis: The role of English tutors at San Juan Bautista Private University for absolute beginner English Students.

II. ASPECTOS DE VALIDACIÓN:

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 82

III. OPINIÓN DE APLICABILIDAD: ES APLICABLE

IV. PROMEDIO DE VALORACIÓN:
Lugar y fecha: 2 Enero de 2023
DNI Nº: 070033555
Teléfono Nº: 787-555220

[Iniciales del experto informante]
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES
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   b. Cargo e institución donde labora: ***
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II. ASPECTOS DE VALIDACIÓN

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<tr>
<td>10. PERTINENCIA</td>
<td>Cuantitativos</td>
<td>85</td>
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<tr>
<td>PROMEDIO DE LA VALORACIÓN</td>
<td>Cuantitativos</td>
<td></td>
<td></td>
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</tbody>
</table>

III. OPINIÓN DE APLICABILIDAD
   **Muy buena**

IV. PROMEDIO DE VALORACIÓN

Lugar y fecha: ***

Firma del experto informante: ***
UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle

“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Hernando Tomayha
   b. Cargo e institución donde labora: 
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Ana Rosa Gordillo Ríos
   e. Tesis: The role of English tutors at San Juan Bautista Private University for absolute beginner English Students.

II. ASPECTOS DE VALIDACIÓN:

<table>
<thead>
<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS Qualitativos</th>
<th>Deficiente (51 - 60)</th>
<th>Regular (61 - 70)</th>
<th>Buena (71 - 80)</th>
<th>Muy Buena (81 - 90)</th>
<th>Excelente (91 - 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. CLARIDAD</td>
<td>Estará formulado con lenguaje apropiado.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>12. OBJETIVIDAD</td>
<td>Estará expresado en conductas observables.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>13. ACTUALIDAD</td>
<td>Adecuado al avance de la ciencia y la tecnología.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>14. ORGANIZACIÓN</td>
<td>Existe una organización lógica variables e indicadores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>15. SUFFICIENCIA</td>
<td>Comprende los aspectos en cantidad y calidad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>16. INTENCIONALIDAD</td>
<td>Adecuado para valorar aspectos referidos al tema.</td>
<td></td>
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<tr>
<td>17. CONSISTENCIA</td>
<td>Basado en aspectos teóricos científicos y pedagógicos del área.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18. COHERENCIA</td>
<td>Entre las variables, dimensiones e indicadores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85</td>
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<tr>
<td>19. METODOLOGÍA</td>
<td>La estrategia responde al propósito de la investigación.</td>
<td></td>
<td></td>
<td></td>
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<td>85</td>
</tr>
<tr>
<td>20. PERTINENCIA</td>
<td>Adecuado para tratar el tema de investigación.</td>
<td></td>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 85

III. OPINIÓN DE APLICABILIDAD: Apliqué el instrumento

IV. PROMEDIO DE VALORACIÓN: 85

Lugar y fecha: 
DNI N°: 
Teléfono N°: 

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES
a. Apellido y Nombre(s) del informante: Karate Aliaga Edith
b. Cargo e institución donde labora: DOCENTE VALLE

c. Nombre del Instrumento: Guía de entrevista
d. Autor del instrumento: Ana Rosa Gordillo Ríos
e. Sección: Maestría-Mención. Enseñanza de Inglés como lengua extranjera

f. Tesis: The role of English tutors at San Juan Bautista Private University for absolute beginner English Students.

II. ASPECTOS DE VALIDACIÓN

<table>
<thead>
<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS Cualitativos</th>
<th>Deficiente (51 - 60)</th>
<th>Regular (61 - 70)</th>
<th>Buena (71 - 80)</th>
<th>Muy Buena (81 - 90)</th>
<th>Excelente (91-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CLARIDAD</td>
<td>Esto formulado con lenguaje apropiado.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. OBJETIVIDAD</td>
<td>No presenta sesgo ni induce respuesta</td>
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<tr>
<td>3. ACTUALIDAD</td>
<td>Está de acuerdo con los avances de la investigación cualitativa.</td>
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<tr>
<td>4. ORGANIZACIÓN</td>
<td>Existe una organización lógica y coherente.</td>
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<td>5. SUFFICIENCIA</td>
<td>Comprende los aspectos suficientes en cantidad y calidad.</td>
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<td>6. INTENCIONALIDAD</td>
<td>Adecuado para establecer los conocimientos de la investigación cualitativa.</td>
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<td>7. CONSISTENCIA</td>
<td>Basado en aspectos teóricos científicos de la investigación cualitativa.</td>
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<td>8. COHERENCIA</td>
<td>Entre los índices e indicadores.</td>
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<td>10. PERTINENCIA</td>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA

III. OPINIÓN DE APLICABILIDAD: 

IV. PROMEDIO DE VALORACIÓN

Lugar y fecha: 

Firma del experto informante: 

90

(Noventa)
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
“Alma Mátér del Magisterio Nacional”
INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
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<td>12. OBJETIVIDAD</td>
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<td>13. ACTUALIDAD</td>
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<td>Cualitativo: Comprende los aspectos en cantidad y calidad.</td>
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FIRMA DEL EXPERTO INFORMANTE

III. OPINIÓN DE APLICABILIDAD: Aplica

IV. PROMEDIO DE VALORACIÓN: 90

Lugar y fecha: 26 Octubre 2016
DNI N°: 92.313.547
Teléfono N°: 992.313.547

Firma del experto informante