

El éxito de la comunicación oral y escrita en español: un curso en línea

Success in oral and written communication in Spanish: an online course

O sucesso da comunicação oral e escrita em espanhol: um curso on-line

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Resumen

La Universidad Autónoma del Carmen, en el estado de Campeche, ha tenido que incorporar desde hace algunos años la modalidad a distancia en las diferentes licenciaturas como resultado del modelo educativo por competencias. El taller “El éxito en la comunicación oral y escrita en lengua materna” formó parte de los diseños para esta modalidad como competencia genérica. Dicho taller se perfiló en el Aula Virtual de Aprendizaje a partir de un diseño instruccional acorde a la metodología del enfoque sistémico para medir el aprendizaje del estudiante, su vinculación con el docente y entre los alumnos. El objetivo fue conocer el comportamiento del curso a través de los módulos de enseñanza, las tareas y los modelos de ejercicios interactivos.

Palabras clave: español, recursos tecnológicos, educación a distancia.

Abstract

The Autonomous University of Carmen, in the state of Campeche, faced for a few years the distance modality for different degrees as a result of the educational model by competencies. The workshop Success in oral and written communication in the mother tongue was part of the designs in this modality as a generic competence. In the Virtual Classroom of Learning, this one was outlined, based on an instructional design according to the methodology of the systemic approach to measure student learning, its relationship with the teacher and among the students. Our objective was to know the behavior of the course through the teaching modules, the tasks and models of interactive exercises.

Key words: Spanish, technological resources, distance education.

Resumo

A Universidade Autônoma do Carmen, no estado de Campeche, teve que incorporar por vários anos a modalidade de distância nos diferentes graus, como resultado do modelo educacional por competências. O workshop "Sucesso na comunicação oral e escrita na língua materna" foi parte dos projetos para esta modalidade como uma competência genérica. Esta oficina foi perfis na Sala de Aula Virtual de Aprendizagem a partir de um desenho instrucional de acordo com a metodologia da abordagem sistêmica para medir a aprendizagem dos alunos, sua relação com o professor e entre os alunos. O objetivo era conhecer o comportamento do curso através dos módulos de ensino, das tarefas e dos modelos de exercícios interativos.

Palavras-chave: espanhol, recursos tecnológicos, educação a distância.

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Introduction

The teaching-learning of the mother tongue in face-to-face mode with the competency-based educational model is a challenge for teachers of this specialty, since the ultimate goal is for students to develop oral and written expression skills in a way that they can perform in their daily real academic environment and, later, professional. A greater challenge means achieving the same goal in distance education.

Designing a course through TICC that promotes meaningful learning and develops competencies in students is a challenge for teachers of the different specialties in higher education, because the goal is not only to provide knowledge but also to develop competences and didactic strategies in a way effective and effective. In order to develop a competency, special preparation of didactic sequences is required (Zabala and Arnau, 2008, p.8), to consider learning resources and to use the technology that makes them viable, visually attractive and pedagogically coherent.

The new Information, Communication and Collaboration Technologies (TICC) have evolved a lot in the last years, impacting in all the areas of the human task, especially in the educational area, where their incorporation in the learning processes represents a more alternative and the need to raise the quality of their programs and process innovation in different educational models, with the aim of achieving the so-called "computer culture", has become a challenge in higher education (Tünnermann, 2009, p. 55).

To this end, these technologies must be accompanied by a pedagogical evolution, because they alone can not meet the needs of teachers, but being integrated into a pedagogical model that has well defined the roles and functions of each of those involved : student, teacher, course designer, pedagogue, educational contents, didactic strategy and the technological model to use, will achieve excellent results in the field of education (Valderde y Garrido, 1999, p. 6).

ICTs are an increasingly common term in the field of education, which refer to the different technological tools (internet, telephony, multimedia applications and virtual reality), whose objectives are to process, store, send and receive information through of texts, images and audios (Zambrano, 2009, p.34).

Based on the analysis of the national and international context in the use of ICTs in higher education, the Universidad Autónoma del Carmen (UNACAR) in the state of Campeche has been aware since 1996 of the importance of incorporating them into its learning to give way to educational innovation and strengthen an educational model focused on student learning. For this reason, several of the teachers of this institution participated actively in the meetings promoted by ANUIES through the Open and Distance Education Network of the South-South Region (READSS), to which the institution currently belongs (Salazar et al. , 2010, 40).

It was not until 2009 that UNACAR presented a concrete proposal for an institutional distance education project to meet the needs for innovation, flexibility, quality and updating of academic activities for three educational programs of the Faculty of Economic and Administrative Sciences, and more afternoon incorporated an educational program in the Faculties of Information Sciences and Law in the years 2010 and 2014.

Knowledge and mastery of the mother tongue in all undergraduate programs at UNACAR is considered a generic competence whose learning is for life, however, the basis of students at other levels of education has not been sufficient, as demonstrated studies carried out by our institution in the face-to-face modality (Diez, G., Hernández, M.J. y M. Reyes, 2009).

Therefore, a workshop was designed in distance mode so that students could practice oral and written in a generic competition that contributes to the development of their specialty, as well as their integral performance for a lifetime.

If students face this course in the first semesters of distance learning degrees, we believe that they will be able to appropriate the tools necessary for their performance in the mother tongue.

Method

The qualitative method used for this work was based on the observation of the behaviors of the students in the mother tongue as well as those of the preparatory school from which they came. A call was made to students who entered the Autonomous University of Carmen in 2010; if they considered themselves proficient in the mother tongue, could submit a proficiency test. Of the 300

participants, only 2 obtained an acceptable result. Thus was born the idea of research to know the level of mastery of the mother tongue as generic competence. A diagnostic test was developed that would be applied to a representative sample of the first semester students of each faculty - a group for each educational program - of the Universidad Autónoma del Carmen. Its objective was to determine the weaknesses and strengths of the students in Spanish language. Once the results were obtained, they were analyzed, evaluated and cataloged to identify deficiencies or weaknesses in the mother tongue. Based on these results, the weaknesses in certain contents were determined according to the needs of the students (Diez et al., 2009). It was then decided that in order to alleviate these difficulties two things would be done: to publish the book *Herramientas del idioma* de Diez, G. Hernández. M. and Reyes, J. (2011, p. 82), which can already be found on the university's website, and design a distance learning course to teach Spanish as a generic competence.

Then the Acalan model was taken to design the online course. Thus, it was planned to identify the needs through the qualitative method mentioned; determine the characteristics of the course (hours, thematic structure, resources); designing the workshop (objectives, distribution of themes in module); and develop the plan of activities and implementation, as well as the evaluation of the course.

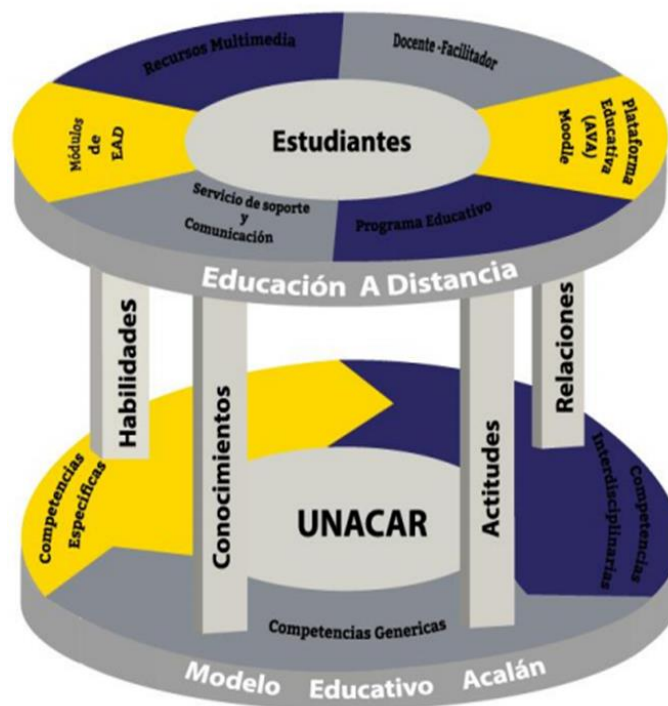
As a result of these practices we only refer here to student satisfaction in the use of technology, as shown in the results section; it would be very interesting to know the use of good spelling, which could be another research topic. Correct and effective writing in university classrooms is not only the responsibility of the student and the teacher of Spanish, but of all the students and teachers of the institution.

The Autonomous University of Carmen has the Acalan educational model (place of canoes), focused on student learning with a didactic approach towards competences that "go beyond the reductionist vision of satisfying the labor demand, since they have a broader connotation, with an integral posture of the human being that allows meaningful, functional learning, according to varying degrees of mastery and effectiveness" (Olán Acosta y García, 2012).

The philosophical basis of this model is lifelong education; that is, humanism and socio-cultural constructivism are the theoretical-philosophical elements that underpin it (Díaz and Hernández, 2010, p.22). Its characteristics are as follows: a) focuses on student learning; b) the learning that prioritizes is significant; c) curricular organization is organized around three types of competences: generic (common basis in vocational training through all educational programs), interdisciplinary (identify the training of students from the disciplinary areas that form the programs educational), and specific (specific to the profession with which the student is prepared for his or her specific professional or work performance).

The philosophical-pedagogical foundations are the same for the face-to-face modality, although each one has its physical space; in the case of the distance modality is characterized to be realized in the Virtual Classroom of Learning (AVA), as it can be observed in the following scheme:

Figure 1. Elementos del Aula Virtual de Aprendizaje (AVA)



Source: Modelo educativo Acalán en la modalidad a distancia (2012).

In the educational model of the Universidad Autónoma del Carmen, competencies are defined as the set of knowledge, skills, attitudes and capacity of social relation that dominates and mobilizes a professional to face and solve complex situations of the social environment (Olan et al, 2012 , pp. 41).

The generic competence Communication and Social relation is defined as the ability to communicate and relate in social, cultural and work, express ideas and feelings with clarity in Spanish, reason why the course Success in oral and written communication has as main objective to develop the communicative competence in the mother tongue, which favors the performance of individuals in the various situations according to their future profession and social sphere.

For the development of this course, the teacher-facilitator started from an instructional design (Chiappe, 2008, p.18) established according to the objectives, contents, strategies and activities that the academy considered to be developed in the students of that modality.

In the instructional design was based on the systemic approach, since the important thing is the complete operation of each of the elements raised within the whole. Then the analysis of what students need to know to develop the competency, defined as "the ability to autonomously and permanently manage knowledge, to research, to work as a team, to communicate in a second language and to learn throughout the life "(González and González, 2008, p.191), one of them being the object of analysis of this article.

For the analysis of the results of our course proposal we analyzed a sample of 120 students from the degrees in Accounting, Business Administration and Information Technology at the Universidad Autónoma del Carmen, from 2015 to 2017.

Results

This workshop was designed to be taught in the first and second cycle of each educational program as a theoretical and practical basis of the rest of the subjects, since the forms of oral expression are used in all of them, as well as the argumentative texts that are requested, as is the case of essay and commentary.

The contents selected by the Spanish Academy for the workshop were divided into three modules:

Module 1: Human communication.

Module 2: Basic textual models.

Module 3: Communication for an audience.

Figure 2. Página principal del AVA.

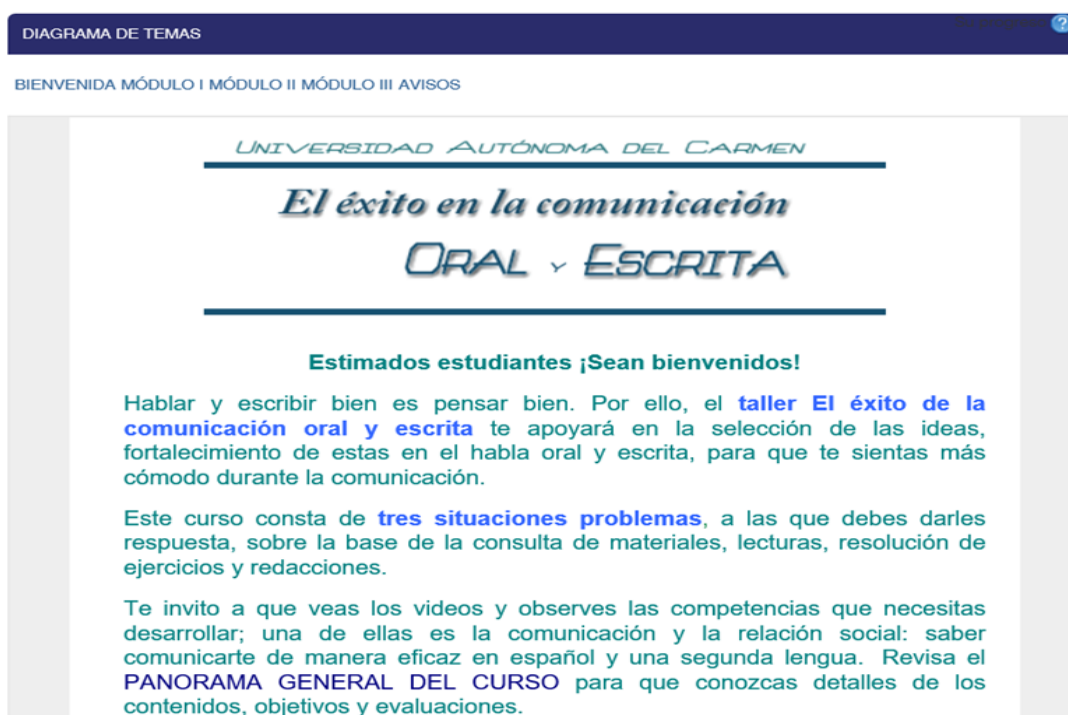


DIAGRAMA DE TEMAS Ayuda ?

BIENVENIDA MÓDULO I MÓDULO II MÓDULO III AVISOS

UNIVERSIDAD AUTÓNOMA DEL CARMEN

El éxito en la comunicación

ORAL y ESCRITA

Estimados estudiantes ¡Sean bienvenidos!

Hablar y escribir bien es pensar bien. Por ello, el taller **El éxito de la comunicación oral y escrita** te apoyará en la selección de las ideas, fortalecimiento de estas en el habla oral y escrita, para que te sientas más cómodo durante la comunicación.

Este curso consta de **tres situaciones problemas**, a las que debes darles respuesta, sobre la base de la consulta de materiales, lecturas, resolución de ejercicios y redacciones.

Te invito a que veas los videos y observes las competencias que necesitas desarrollar; una de ellas es la comunicación y la relación social: saber comunicarte de manera eficaz en español y una segunda lengua. Revisa el **PANORAMA GENERAL DEL CURSO** para que conozcas detalles de los contenidos, objetivos y evaluaciones.

Source: AVA del taller *El éxito en la comunicación oral y escrita*.

In each module the student approached certain contents that respond to a problem raised (Díaz et al., 2009) and that has been analyzed as a daily reality. In order to solve the conflict he had to carry out several activities, such as reading, analyzing, sharing opinions with his colleagues, and performing interactive exercises, all with the intention of constructing and reconstructing knowledge individually and collectively.

The following table shows an example of the situations that are offered to students and that can respond with the tasks assigned to them.

Table 1. Ejemplo de situaciones – problemas para algunos módulos del taller.

Módulos	Situación problema
1	<p><i>La comunicación se ha definido como el intercambio de ideas y sentimientos entre dos o más personas de forma oral o escrita; no obstante, desde hace diez años las formas de comunicación tradicionales han cambiado: ahora la comunicación digital desempeña una función más importante que la comunicación cara a cara.</i></p> <p><i>Lee el siguiente texto de la revista ABC Tecnología:</i></p> <p><i>“La red social Facebook cumple diez años como la plataforma social con más seguidores del mundo. La semana pasada anunció un beneficio neto de 1 500 millones de dólares (1 103 millones de euros), una cifra 28 veces mayor a los beneficios que obtuvo en 2012, que fueron de 53 millones de dólares (39 millones de euros), y ganando la batalla por los ingresos publicitarios desde el móvil. En todo este tiempo, ¿qué ha aportado realmente a la sociedad?”</i></p> <p><i>Participa activamente con un comentario en el debate virtual sobre este planteamiento.</i></p>
2	<p><i>A lo largo de la vida, los profesionales necesitan tener nuevas experiencias, colaborar con investigadores en redes, intercambiar puntos de vista de su profesión. Todo esto enriquece la labor diaria y abre un abanico de posibilidades laborales.</i></p> <p><i>En el plan de estudio de la especialidad que cursas está considerado que participes en un congreso nacional o internacional con el resultado de alguno de tus proyectos de las materias. Los directivos de tu facultad opinan que al terminar este semestre será el momento idóneo para asistir a un congreso que deberás seleccionar, pero el plazo para las solicitudes de autorización vence la próxima semana. ¿Qué documentos y evidencias presentarías a la dirección de tu facultad para lograr el permiso al congreso?</i></p> <p><i>Investiga en internet un congreso nacional o internacional de tu especialidad al que te gustaría asistir. Redacta los documentos formales necesarios para obtener el permiso de tu institución para asistir.</i></p>

Source: programa del curso *El éxito en la comunicación oral y escrita*.

The following table shows the linguistic contents of the workshop, distributed in each of the previous modules.

Table 2. Resumen de contenidos lingüísticos por módulos.

Módulo 1	Módulo 2	Módulo 3
La comunicación humana	Modelos textuales básicos	Comunicación para un público
Factores que intervienen en la comunicación humana. Barreras de la comunicación.	La redacción de textos formales: la carta formal, el currículum, el comentario.	El Informe. Características. Estructura.
El diálogo y el monólogo como formas de comunicación.	Las ideas principales y secundarias. Bosquejo de un párrafo.	Los vicios de dicción y construcción.
La importancia de la lectura y comprensión de los textos orales y escritos en diferentes estilos funcionales: cuentos, obras de teatro, artículos.	Tipos de párrafos. Recursos unificadores de textos.	La ponencia. Comunicación verbal y corporal.
La ortografía española: acentuación, puntuación y uso de mayúsculas.	La oración simple española.	El ensayo: su estructura.

Source: programa del curso *El éxito en la comunicación oral y escrita*.

The competency programs are broken down into the learning sequences in which the teacher explains how the content will be treated, the value it has for its evaluation, as well as the criteria, indicators, evidence and the instrument with which it was evaluated, as shown in the following table.

Table 3. Evidencias de Evaluación.

SECUENCIA DE APRENDIZAJE			
Número de la secuencia:	01	Valor de la secuencia de aprendizaje:	30 %
Nombre de la secuencia de aprendizaje:	La comunicación humana		
EVIDENCIAS DE EVALUACIÓN			
criterio	Indicador	Evidencia	Instrumento
Aplica los factores de la comunicación en tareas bajo los lineamientos ortográficos y de redacción en español.	Actividad diagnóstica de saberes previos sobre los elementos que intervienen en el proceso de la comunicación para la correcta expresión oral y escrita. Diferencia las formas de comunicación en un organizador gráfico. Soluciona la consigna planteada conforme a los lineamientos que estructuran el monólogo y el diálogo, y su correcta escritura.	Resultados del diagnóstico (ejercicios prácticos). Cuadro comparativo. Participación en foro.	Lista de verificación. Rúbrica de expresión escrita.

Source: programa del curso *El éxito en la comunicación oral y escrita*.

Virtual learning environments require that both the teacher and student paradigms adapt to the new communication pathways, methodology, ways of presenting content, practice and evaluation, as well as the way skills are acquired. The attitudes, skills and abilities of both actors in the educational process must be in line with what is expected of a 21st century professional, from our systemic approach.

Bautista, Borges, and Forés (2016: 23) argue that there are differential aspects that the teacher must take into account when facing a virtual teaching environment, such as: asynchrony, planning and organization of teaching work, of a different didactic, the peculiarity of the communication between the participants, the management of cultural diversity in the distance, among others. Therefore, the complexity of this process implies a regulated planning, with the use of technological means and an accompanying teaching guide, facilitator. In the words of Bautista et al. (2016): "that each student learn in solitary and at the same time in company, that there are debates, exchange of opinions, questions, clarifications and that a direct relationship between teachers and students, and of these with each other" 25).

An example of the didactic script of the first sequence of the workshop is the following:

Table 4. Guion didáctico de la primera secuencia del taller.

DATOS GENERALES DEL CURSO	
<i>Curso: El éxito en la comunicación oral y escrita</i>	
3 secuencias. 96 horas, 15 semanas, 6 créditos	
Propósito del curso. Desarrollar la competencia comunicativa que propicie el desempeño de los individuos en las diversas situaciones acordes a su futura profesión y a la esfera social en la que viven.	
Competencia. Capacidad de comunicarse y relacionarse en lo social, cultural y laboral; expresar ideas y sentimientos con claridad en español y en un segundo idioma.	
SECUENCIA DE APRENDIZAJE	
Evidencia de Evaluación (tabla 3)	
Unidades o temas (tabla 2).	Descripción de la situación problema (tabla 1)
ACTIVIDADES	
<p><i>Actividad diagnóstica:</i> Estimados estudiantes, en estas dos primeras semanas abordaremos el tema de ortografía: acentuación, puntuación, uso de mayúsculas con las nuevas normas de la Academia de la Lengua (2010), con el objetivo de practicar, aclarar dudas y reforzar contenidos estudiados antes para identificar fortalezas y debilidades en cuanto a la ortografía española. Para lograr dicho objetivo deberán seguir las siguientes indicaciones:</p> <ul style="list-style-type: none"> • Realiza la lectura del capítulo 1. Ortografía española, del libro <i>Herramientas del Idioma</i> que se encuentra en el siguiente link: http://www.unacar.mx/contenido/gaceta/libros.html • Después realiza lo siguiente en el orden dispuesto. <ul style="list-style-type: none"> ○ Ejercicios prácticos de acentuación y puntuación. ○ Aplica lo estudiado sobre la acentuación, puntuación y uso de mayúsculas, mediante el Ejercicio integrador, escucha el Audio-Relato, y transcribe el texto en un archivo de Word. ○ Adjunta en este espacio la transcripción en un archivo de Word. <p>Ejercicio integrador: Transcripción del relato.</p>	
<p><i>Actividad 1: Elaboración de cuadro comparativo. Individual.</i> Instrucciones:</p> <p>a) Te invito a buscar información en los libros de texto por internet acerca de conceptos sobre la comunicación humana y las barreras que impiden una buena comunicación, con el objetivo de que sepas derribarlas en la vida diaria y no afecten tu comunicación.</p> <p>b) Consulta el material <i>Diálogo y Monólogo</i> y observa las diferencias en cuanto a: empleo de los signos de puntuación, tipos de diálogos y monólogos, forma de expresión típica de cada uno.</p> <p>c) De acuerdo a las lecturas realiza un cuadro comparativo en Word con las diferencias y semejanzas entre ambas formas de comunicación.</p> <p>Entregable: Cuadro comparativo referente a las formas de comunicación.</p>	

Source: Guion didáctico del curso *El éxito en la comunicación oral y escrita*.

As can be seen, the objective was to facilitate learning from the tools that technology possesses, which involved developing in students independence, unraveling knowledge, finding information and applying what was learned with the guide of the facilitator. Interactive exercises provided independence, self-assessment, reflection on their strengths and weaknesses in the mother tongue.

In each of the modules of the workshop Success in oral and written communication interactive exercises were designed in which communication is asynchronous, since the goal of this practice was to achieve independent study, self-assessment and learning autonomy.

Interactive exercises are part of the process of automating learning, enable the student to detect their mistakes, repeat the practice and receive feedback so that they can be rectified during the course. They also motivate learning by being a challenge in their knowledge, since they allow them to check how much they know about the subject (Quintana, Pérez, Capote, Solenzal, Loynaz, 2014, p.

The mastery of Spanish accent and punctuation is indispensable for the writing of any type of academic text in our course. These contents are approached from basic to pre-university education; However, in university classrooms there are still students who do not have fully developed these competences, so that in the first module as a diagnostic evaluation was made available to students a variety that is not part of the summative assessment, but which does allow them to know the degree of knowledge they have on the subject. For resolution, the student consulted the online Language Tools book (Diez et al., 2011).

The following image shows an exercise on accentuation; to the right the student can see the missing accents to place and then drag them to the word that corresponds to them.

Figure 3. Ejercicio de acentuación.

Arrastra y coloca el signo de acentuación donde corresponda. ▾

- a)El convoy continuo su trayecto.
- b)Esta composicion no se adecua a las normas establecidas.
- c)¿Insinua que el guion de esa película no esta bien desarrollado?
- d)El gorrion pio toda la tarde desde la rama de aquel arbol.
- e)La mies es mucha pero el mayoral no esta satisfecho.
- f)Cocina los frijoles que me fio el tendero
- g)Se llevo el cuevano para llenarlo de frituras.
- h)Fui el hazmerreir de la fiesta el sabado. Faltan por colocar: 16
- i)Ejercitarse de manera continua es basico para adquirir una buena condicion fisica.

🔊 SIG >

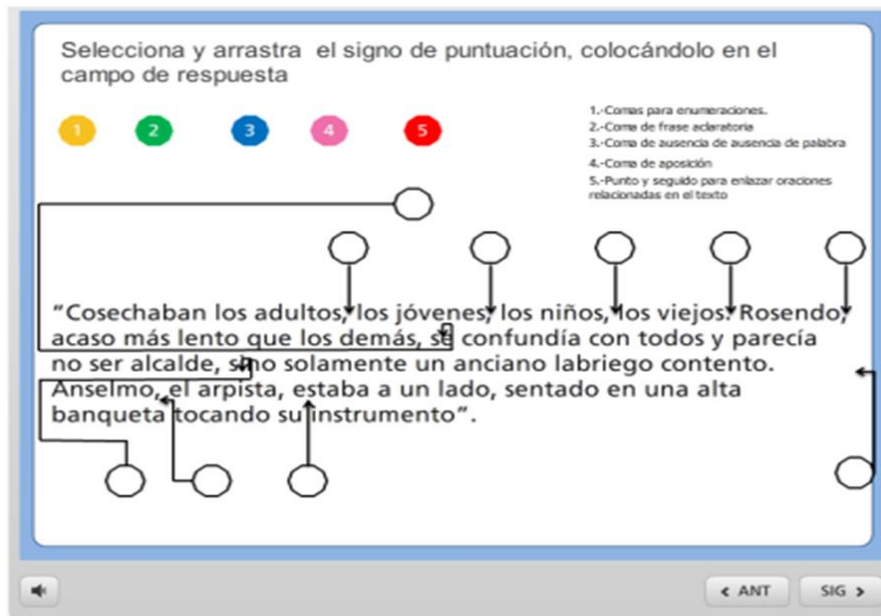
Source: Aula Virtual de Aprendizaje. Plataforma de la UNACAR.

For the accentuation exercise we used 16 accent images, 16 text type variables, one variable called "accent" and another called "counter". In addition, 16 spaces were used where the user can place accents called "freeform Hotspot".

In addition, two variables were established called Results.ScorePoints and Results.PassPoints, which were in charge of obtaining the final score of the exercise.

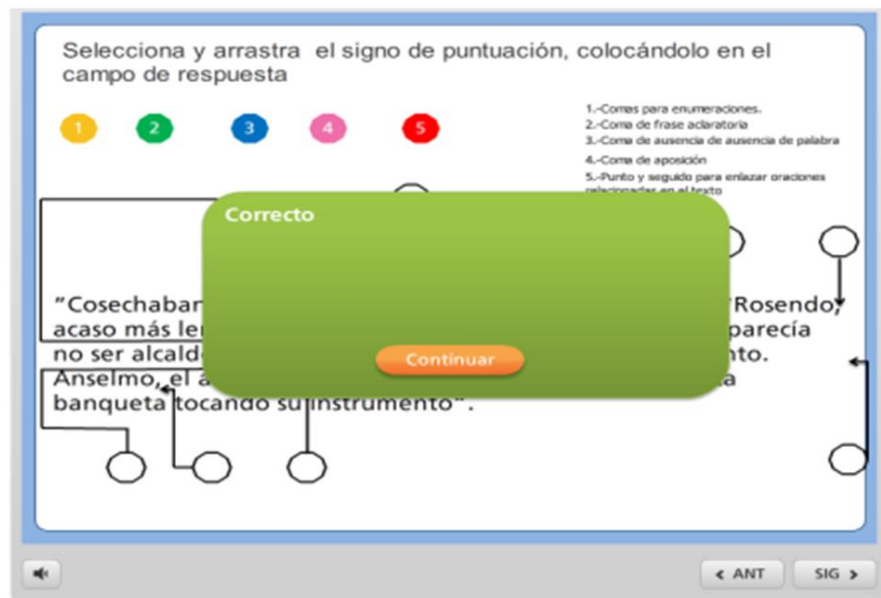
The score was also exercised with interactive practices. We used 10 figures of polygons and 5 variables of Boolean type (Figure 4). It is a recognition exercise and the student must select the punctuation marks that appear to the right of the screen, drag the cursor with the number that corresponds to the space in which the polygon is placed (Figure 7).

Figure 4. Identificar el signo colocado con el que se encuentra a la derecha.



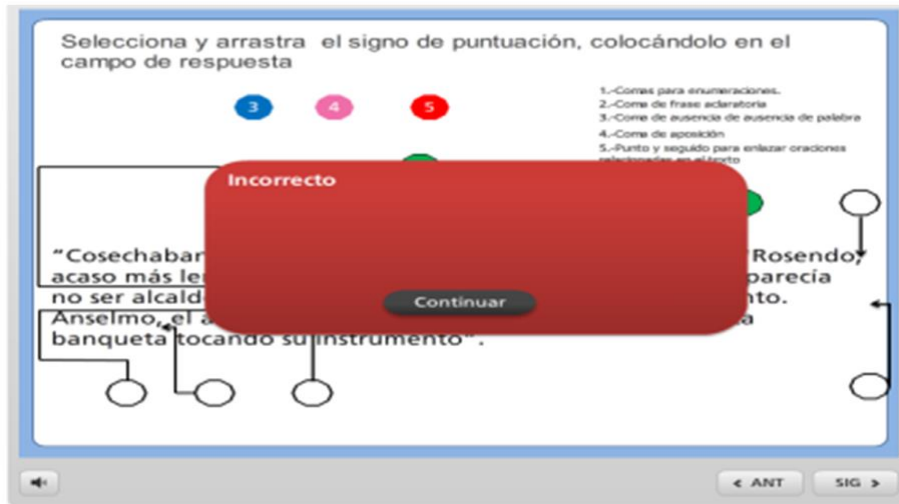
Source: Aula Virtual de aprendizaje. Plataforma de la UNACAR.

Figure 5. Retroalimentación de la práctica cada vez que coloca un signo.



Source: Aula Virtual de Aprendizaje. Plataforma de la UNACAR.

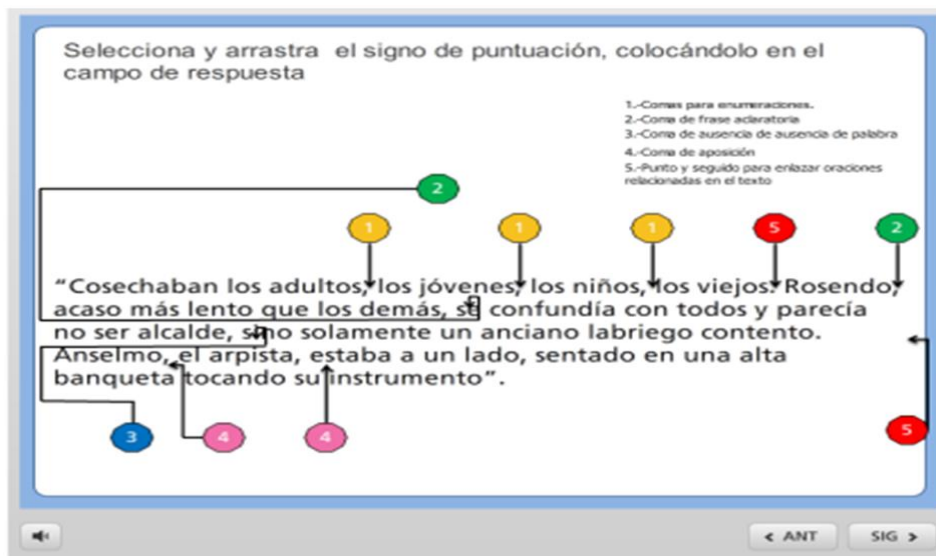
Figure 6. Ejercicio cuando una de las respuestas es incorrecta.



Source: Aula Virtual de Aprendizaje. Plataforma de la UNACAR.

If you do not put one correctly, a box appears that announces the incorrect answer and you must do it again (Figure 6). At the end of the exercise, one can verify the correct response of the use of each of the punctuation signs (Figure 7).

Figure 7. Ejercicio finalizado.



Source: Aula Virtual de Aprendizaje. Plataforma de la UNACAR.

This practice was followed by other interactive exercises of application, where the student placed the corresponding sign.

Discussion

The design of this course offered positive results, although we consider the changes necessary on the basis of validation because they are not always satisfied. Moving from one semester to another with different students from different specialties made it possible to think, build and de-construct knowledge to achieve an imperfect product, but with the possibility of perfection. Therefore we consider necessary the opinion of the students about the course, especially by the practice of interactive exercises, which were not accustomed.

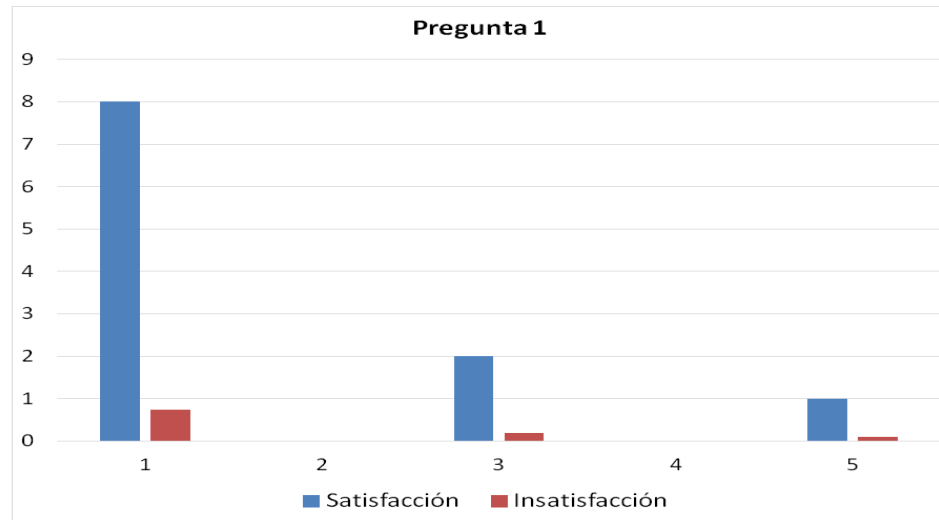
At the end of each semester, a questionnaire was requested, with three closed and direct questions (Pardinas, 2012, p.121):

Table 4. Encuesta aplicada a los estudiantes al finalizar los ejercicios interactivos.

Al culminar los ejercicios interactivos, por favor, contesta la siguiente encuesta. Señala del 1 al 5 tu rango de opinión, donde el 5 indica totalmente satisfecho.	1	2	3	4	5
1. Considero que estos ejercicios estimulan mi independencia en el aprendizaje.					
2. Con esta forma de evaluar, recibo la retroalimentación y la calificación de forma inmediata.					
3. Me permite saber cuánto conozco sobre el contenido que se está evaluando.					

The answers to these statements can be seen in the following graphs. In the case of the first question, the satisfaction level was 72.73% for level 1 of fully satisfied: I consider that these exercises stimulate my independence in learning; while 18.18% were not fully satisfied (Figure 8).

Figure 8. Nivel de satisfacción.



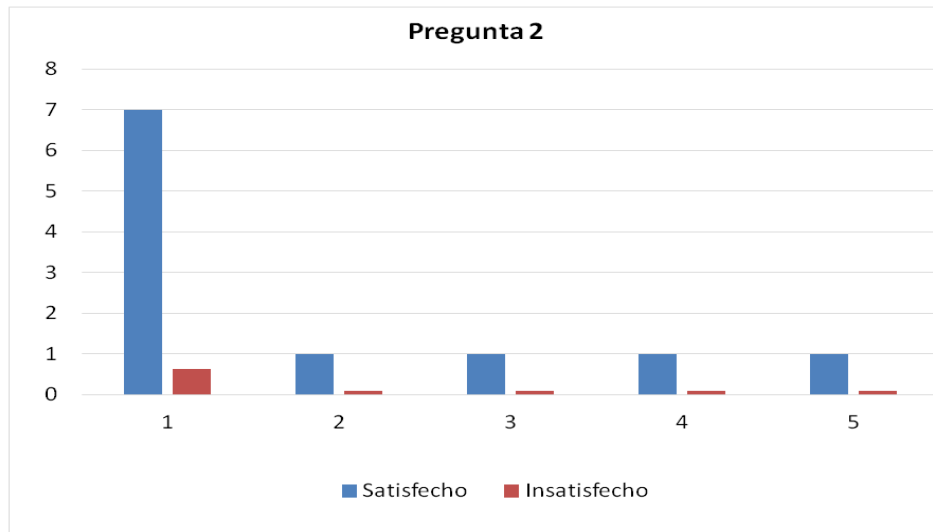
Source: Elaboración propia.

The interaction between the student and the content, according to Quintana et al. (2014, p. 18), "causes changes in the knowledge structures of the student, which allows the integration of the new contents within the framework of the student's personal knowledge", thus suggesting to students that before facing the exercises of this type revise the chapter dedicated to the Spanish accent in the electronic book that is in the platform, Language tools, as well as other texts of the bibliography of the program.

There are still students in this modality who are not accustomed to try again and again until they get the correct answer, or that the time they devote to these exercises is not enough.

Regarding the answer to question 2: With this way of evaluating, I receive feedback and qualification immediately, the students verified their transit through these exercises, although some were not totally satisfied with the way in which this evaluation was done , as shown in the following figure.

Figure 9. Retroalimentación y evaluación de los ejercicios.

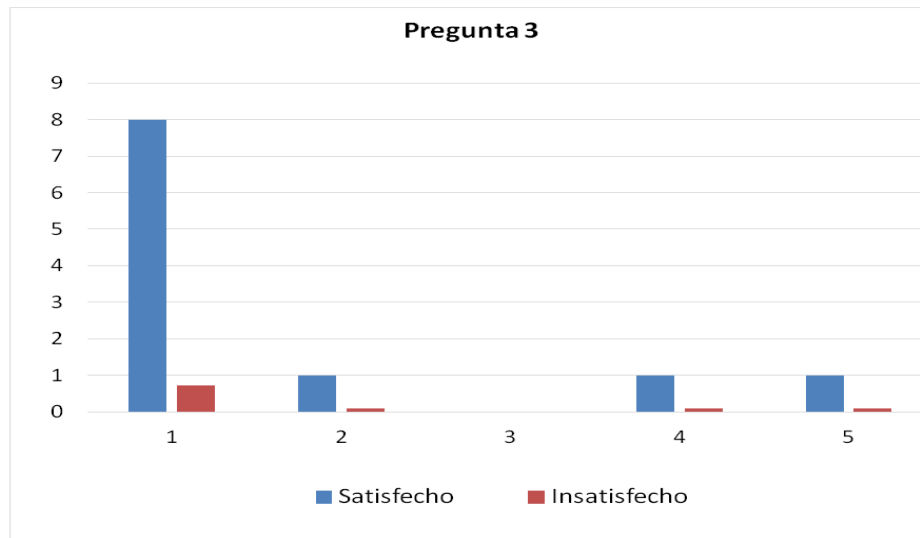


Source: Elaboración propia.

63.64% were fully satisfied with receiving feedback and evaluation; while in each level there was 9.09% that was not, until reaching the item of unsatisfied.

In assertion 3: It allows me to know how much I know about the content being evaluated, not all students are totally in agreement, as can be verified in the following graph.

Figure 10. Conocimiento de los contenidos.



Source: Elaboración propia.

In this case, 73.73% totally agreed, although in the last two levels of dissatisfaction there is 9.09% who offered their negative opinion. In fact, a group of exercises does not determine how much a student knows, but where he or she has difficulties if he does not obtain positive feedback and evaluation, since the exercises he or she encounters allow a diagnostic evaluation, since the contents belong to other levels of teaching. The result of the answers allowed them to know what their weaknesses were in order to eradicate them.

Conclusions

The students expressed their satisfaction with the content received from the course in the messages they wrote to the department of distance education and educational innovation of UNACAR. Similarly, they agreed to interactive spelling exercises and, as was our intention, were strengthened and became aware of the importance of the mother tongue due to a powerful reason: communication in virtual environments is most often textual communication by written means; therefore, if the content we want to express is important, so will the way we write. Spelling is part of the written code of our national language: Spanish.

With the online course Success in oral and written communication, students were trained to express themselves better to care for the language; and also could detect their strengths and weaknesses and influence them during the rest of the undergraduate courses.

The results were offered to the rest of the teachers of the educational program of each of the courses, with the aim of serving as a diagnosis of the generic competence of those who were their students, since the requirement on the mastery of the mother tongue is not an exclusive responsibility of the specialist in the area of Spanish, but of all the teachers and actors of the teaching. The union between all will make a real competition possible.

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