

**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGES DEPARTMENT**



**UNDERGRADUATE RESEARCH:**

“IDENTIFICATION OF THE LEVELS OF SATISFACTION WITH THE ACADEMIC AND ADMINISTRATIVE SERVICES THAT THE UNIVERSITY OF EL SALVADOR OFFERS, EXPERIENCED BY THE STUDENTS OF THE BACHELOR IN ENGLISH TEACHING IN THE DISTANCE MODALITY, ENTRANCE YEAR 2016.”

**IN ORDER TO OBTAIN THE DEGREE OF:**

LICENCIATURA EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS E INGLÉS

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## **ABSTRACT**

The research was developed with the objective of studying the levels of satisfaction of the students of the Bachelor in English Teaching of the Distance Modality concerning to the academic and administrative services provided by the University of El Salvador. This research is the result of an exploratory descriptive study carried out with the students of the Bachelor in English Teaching, semester II 2017, of the Distance Modality, their tutors, coordinator of the bachelor and the branches coordinators. The information was gathered throughout the student's questionnaire, and the interviews held with tutors, the coordinator of the bachelor and the coordinators of the branches of San Salvador and Santa Tecla. Students showed a high level of satisfaction with the academic services such as: tutoring sessions, contents in the virtual platform and evaluation processes, as well as the administrative services such as: information provided by the academic administration in concerns to registration and withdrawal of subjects, online access to the virtual platform and academic requests in regards to changes of career. Based on the above as general suggestion, a call is made to the authorities of the Foreign Languages Department to keep moving forward with the positive aspects that confirm the high levels of satisfaction of the students of this modality and to analyze, evaluate and execute actions to achieve even a higher level of acceptance in some aspects that need to be improved.

## **Chapter I STATEMENT OF THE PROBLEM**

### 1.1 Delimitation of the topic

The University of El Salvador has expanded its academic offer including careers in the distance modality; those are Bachelor in Mathematics, Bachelor in Computer's Science, Bachelor in Natural Science and Bachelor in English Teaching. This modality has been incorporated with the purpose of providing a new way of studying primarily for people who cannot attend face to face schooling and want to obtain a higher education qualification; hence it is important for people who have been benefited with this way of studying, to know about the academic and administrative services that the University is providing them.

This investigation work studied the levels of satisfaction with the academic and administrative services that the University offers, experienced by the students of the distance modality especially those in the Bachelor in English Teaching, entrance year 2016. Among the administrative services that this study included are: registration and withdrawals of subjects, equivalence processes, changes of career; on the other hand the academic services included: the tutoring sessions, the contents in the platform, the online consulting and the grade uploading by the calendar.

The study was carried out in the branches of San Salvador and Santa Tecla where the University provides the distance modality careers. Based on this, the next research question was answered through this research work.

### 1.2 Research question

Which are the levels of satisfaction of the students of the Bachelor in English Teaching in the distance modality, entrance year 2016 with the academic and administrative services offered by the University of El Salvador?

## 2. OBJECTIVES

### 2.1 General objective

To identify the levels of satisfaction with the academic and administrative services that the University of El Salvador offers, experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016.

### 2.2 Specific objectives

1. To describe how the academic and administrative services offered to the students registered in the Bachelor in English Teaching in the distance modality entrance year 2016, are developed.
2. To describe the satisfaction levels of the students of the Bachelor in English Teaching in the distance modality entrance year 2016 with the academic services offered by the University.
3. To describe the satisfaction levels of the students of the Bachelor in English Teaching in the distance modality entrance year 2016 with the administrative services offered by the University.



### 3. JUSTIFICATION

Distance education is an option that was born at the UES with the purpose that people could have an opportunity to access higher education. It is characterized by the physical separation of teacher-student and the utilization of didactic resources; it gives the learners the opportunity to choose the most convenient schedules for their learning process.

This method encourages the students to develop self-learning skills and promotes education without having borders of location, age or schedules. This educational system has the potential to provide students with high-quality learning experiences.

The term distance education is not unknown in our country, since the 1980's the Ministry of Education of the country started with this new modality so that people who had not finished high school could get their high school diploma; this is how distance education has contributed over the time to create new generations that could access to higher education.

In 2016 the University of El Salvador integrated to its academic offer this modality with the purpose of expanding the academic curricula and giving the opportunity to study a career to those people who cannot study in a face to face education modality. Among the new careers offered are Bachelor in Mathematics, Bachelor in Computer's Science, Bachelor in Natural Science and Bachelor in English Teaching.

The University of El Salvador began to offer careers in the distance modality with some aspects in the academic and administrative services that still needed to be settled completely. Aspects such as technological resources, didactic material and infrastructure in the different branches have been improved during the implementation time to give a better service to the students.

Based on this, the main objective of this investigation work was to describe the satisfaction levels of the students of the Bachelor in English Teaching with the academic and administrative services. Since this is a new modality of study in the UES, it was important to know to what degree the students, especially the ones of the Bachelor in English Teaching were satisfied with the academic and administrative services offered by the University.

This investigation work was carried out with the objective of describing how the academic and administrative services offered to the students of the Bachelor in English Teaching are developed, as well as describe the levels of satisfaction of the students with the services mentioned above. Throughout this study the information gathered was used in order that the University of El Salvador could identify the aspects of this modality in which students showed a high level of satisfaction, these are in the academic services : Development of tutoring sessions, usage of the academic platform and evaluation system; and in the administrative services: Information provided by the Academic Administration of the school of Sciences and Humanities, students online file access and Academic requests presented by students in the Academic Administration.

## **Chapter II THEORETICAL FRAMEWORK**

### **4. LITERATURE REVIEW**

#### **Background of Distance Education**

##### **4.1 The conception of Distance Education**

Distance education has been defined from a number of perspectives over the years from different people who had studied this model of education. Not all the definitions are the same but all of them have similar characteristics that lead us to a single definition.

Distance education is defined as: institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors. (Seels & Richey, 1994).

Based on this definition, distance education has some characteristics: one of them is that the institution provides to the students with didactic material and they decide when, where and how to study. Students receive the whole information to study the contents and it is optional for them to look for more information.

Other characteristic is the separation in time and space between teacher and students. The separation in time is because the instruction is provided to the students so that they can access to this information at any time. In geographic terms or space time the teachers are in one location and students in another. Some authors also talk about an intellectual separation of teachers and learners; obviously, teachers have an understanding of the concepts presented in a course that students may not possess. In this case, the reduction of separation is a goal of the distance education system. (Seels & Richey, 1994).

The next characteristic is the interactive telecommunication. Telecommunication is one of the most important characteristics of distance model. It allows having synchronous or asynchronous interaction between them. This gives the opportunity to teachers and students to be connected at any time.

Telecommunications system implies all the media such as television, telephone, social media, internet and others that may help to provide information to the students. This system allows learners and instructors to be connected.

Rudolf Manfred Delling (1987) said, "Distance education is a planned and systematic activity that comprises the choice, didactic preparation, and presentation of teaching materials as well as the supervision and support of student learning. It is achieved by bridging the physical distance between student and teacher by means of at least one appropriate technical medium." Rudolf's definition has similar characteristics with the definition presented by Seels&Richey; both imply the telecommunication system as a vehicle between students and tutors.

A space between tutor and student exists in distance education; the commitment of the first participant must be carried out to achieve the learning process of the second participant. Tutors must support to the students, having a didactic preparation to give them the best help in their learning, providing them with efficient didactic materials and the adequate supervision in the development process.

Grenville Rumble (1989) talks about the commitment of the student, he says "In any distance education process there must be: a teacher; one or more students; a course or curriculum that the teacher is capable to teach and the student is trying to learn; and a contract, implicit or explicit, between the student and the teacher or the institution employing the teacher, that acknowledges their respective teaching learning roles"

In its first years Distance Education in the United States was possible via ordinary mail. It was until 1972, that the concept of Distance Education was best known and this concept replaced the education via mail and began with the use of the technologies of those times. (Moore, 1990).

From the element that separates the learner from the teacher, two dimensions of education were conceived since 1970's; the first is the transactional distance and the learner autonomy. "The transactional that we call distance education occurs between individuals who are teachers and learners, in an environment that has an especial characteristic of separation of one from another and as a consequent an especial set of teaching and learning behaviors. It is a physical separation that leads to a psychological and communications gaps, a space of potential misunderstanding between inputs of instructor and those of the learner and this is transactional distance" (Moore, 1991.)

The other dimension of Moore's theory is that "the greater the transactional distance, the more autonomy the learner exercise" (Moore, 1991.) According to Universidad Nacional de Educación a Distancia (UNED) Spain, in their article *La educacion a distancia*, expresses that this modality of distance education strengths following four important areas in learning matters:

- a. Flexible learning, with this expression what the article means is: "With this learning process, students can learn whenever they want (frequency, rhythm and duration) when they want and (learning methods) as they want".
- b. Blended learning: While being in distance modality it is easier to design or elaborate new virtual environments for face to face institutions.
- c. Self-training: In this aspect, the individual has a self-initiative to learn, he or she disposes of the rhythm and circumstances that make them study.
- d. Delivered learning: Materials are delivered where the learner is, so that it is said that knowledge "flies" to the learner, and it is related with on-line resources that facilitate the process to the learner. (Garcia Aretio, UNED, ESPAÑA, *La educación a distancia*, 2003).

It is interesting to look at the next matrix that comprises the development that this modality has had through the years, and before the UES decided to offer careers in this modality.

**Matrix 1: Evolution of distance education**

1728	In Boston, Massachusetts, an announcement appeared offering teaching material and tutoring by mail.
1856	C. Toussain and G. Laugenschied in Berlin were sponsored by the Society of Modern Languages to teach French over the mail.
1858	The University of London awards with bachelor's degrees to the first students who received superior education by mail.
1883	The ITHACA (New York) university begins over mail correspondence.
1891	The University of Chicago founded the department of education by mail correspondence.
1903	Julio Cervera founded the Freedom school for Engineers. In Valencia, Spain.
1938	The first International lecture about distance education was celebrated in Victoria, Canada.
1939	The Center of Teaching of Distance Education was born in France.
1951	The University of South Africa dedicates its teaching only for distance education.
1963	The Centro Nacional de Enseñanza Media por Radio y Television was founded in Spain.
1969	The Open University was created in the United Kingdom.
1972	UNED was created in Spain.
1979	The Centro Nacional de Educación Basica a Distancia was founded in Spain.
1977	UNED was created in Costa Rica
1992	The Centro para la Innovacion y Desarrollo de la Educación a Distancia was created in Spain.

**Source: Universidad Nacional de Educación a Distancia (UNED) 2003.**

#### 4.2 Development of Distance Education in El Salvador

In El Salvador, the term “Distance Education” is not new. Distance education began in the country in 1983, with a program of inclusion for people who had not finished high school; it was launched by the Ministry of Education, with the support and orientation of the Instituto Nacional de Educación a Distancia (INED). (Programa de Educación a Distancia, 2004.)

This program was designed with the purpose of giving a chance to adults who by different circumstances had not been able to finish their studies and did not have flexible schedules to attend daily classes. Among the principal objectives of this modality were:

- To contribute with the extension of high school education throughout the educative services that the program offers.
- To give the chance of educate teenagers and adults who by different circumstances could not finished high school education.
- To contribute to the satisfaction of the initiative of improvement in education of the people of limited resources.

In El Salvador, in higher education matters, the University Don Bosco was the pioneer in introducing this modality in 2002. (Martinez, 2007, P.9) The purpose of the programs in Distance Education were designed for the continuation of the academic training to create a new generation of professionals in different areas.

In the same year Don Bosco implemented different programs as competences workshop, the first was “*Formación para Animadores de Ambientes Juveniles*”, which had 40 professors as participants in Central America; in 2003 implemented the course “*Educación con estilo salesiano dirigido a maestros Del colegio San Miguel de Honduras*”. (Martinez, 2007, P.9)

According to Moodle (moodle sites, 2008) reported that in 2008 there were 32 institutions enrolled in this platform for using it as a mediator in the process of teaching courses on line, currently it has more than 50 Salvadorian institutions enrolled, most of them universities of the country, hence it shows how distance education has more and more been accepted in El Salvador.

4.3 The University of El Salvador incorporates the Distance Modality through four careers. In 2016 the University of El Salvador introduced careers in the Distance Education modality, thinking about how the new world is crowded by challenges for the new generation of professionals; knowing that the Salvadorian population faces a difficult situation to have access to higher education, the University has provided the resources to promote higher education for those who have limited resources to afford an higher education level or for those who do not have enough time to attend a mandatory face to face institution.

The University of El Salvador creates its Educational Model for distance education where it states that: *“Thanks to the versatility of the distance modality and all the resources that the University possess, this modality can be offered to a population more convinced and needed of the benefits of education to face the challenges of a society where the knowledge constitutes the basis of development and possibilities of a decent life”*. (2016, p 8).

#### 4.4 Characteristics of the Distance Education Model of the University of El Salvador.

Educational Model of the University of El Salvador (p. 34.) establishes the roles of the participants of this modality, as it is detailed below.

Tutor's role: The tutor has two characteristics; one is to be a facilitator in the learning process of the student; the second characteristic establishes that he has to have a close approach to the student in order to observe his learning process. One of the goals of the tutors of this modality is to help the student to become self-provider of their own learning process.

Among the main responsibilities that the tutor has, are the following:

- To keep the coherence of the study plan, the structures and professional profiles, as well as the evaluation and constant updating according to what it is established by the institution.



- To give specialized orientation to the tutors in the elaboration, evaluation and design of subjects.
- To formulate and follow the academic guidelines to define objectives, contents, activities, evaluations of subjects, according to the study plan, as well as making proposals about studying new areas of knowledge.
- To participate in the selection process of didactic resources and specialists.
- To participate jointly with the bachelor's coordinator related with validity and pertinence of didactic resources.

The tutor is a facilitator who must know about the contents, organization of the subjects and a wide knowledge to guide the learning of the students in both present and virtual to support them in the comprehension of the material covered and keeping their attention and interest for what they have started as a bachelor.

The competences that a tutor must have according to the University of El Salvador are:

- To be professional in the areas in which he or she exercises teaching.
- To possess teaching training and pedagogical knowledge.
- To have domain on the competences related to his profession.
- To have domain of the techniques of distance education.
- To be able to handle new technologies of information and communication.

Students' role: The learner in this scenario is responsible of his own learning; the responsibilities the student has to handle are the following:

- Habits of study for an effective study,
- Responsibility for self-study,
- Knowledge about general and specific processes,
- With an intrinsically level of motivation that can encourage the stability of this training process.

## 5. HYPOTHESES AND VARIABLES

The following are the hypotheses established for the different areas in this research work.

### **Academic area:**

- Hundred percent of the students of the Bachelor in English Teaching of the distance modality attended regularly the tutoring sessions provided.

Independent variable: Tutoring sessions

Dependent variable: Students' attendance

- Students of the Bachelor in English Teaching of the distance modality who attended the tutoring sessions posed questions and doubts to the tutor about the topics.

Independent variable: Tutoring sessions

Dependent variable: Students pose questions and doubts

- The tutor's explanations clarified the doubts that students of the Bachelor in English Teaching have about the topics presented.

Independent variable: Tutor's explanations

Dependent variable: Clarification of doubts

- The contents uploaded in the platform were updated continuously to provide to students of the Bachelor in English Teaching the necessary resources to develop the topics assigned.

Independent variable: Contents updated continuously

Dependent variable: Students receive the needed information

- The updated contents in the platform allowed the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador to know on time the activities assigned by the tutors.

Independent variable: The updated contents in the platform

Dependent variable: The knowledge of the students about the activities assigned

- The students of the Bachelor in English Teaching in the distance modality of the University of El Salvador had access to the grades in the established period.

Independent variable: The established period

Dependent variable: Students have access to the grades

- 80% of the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador were totally satisfied with the academic services provided in the on-line consulting.

Independent variable: The on-line consulting

Dependent variable: The satisfaction of the students

## Administrative area

- The academic administration uploaded to the University platform the established dates to register and withdraw subjects so that the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador were informed on time.

Independent variable: Established dates for subjects' registration and withdrawing uploaded in the platform

Dependent variable: Students are informed on time

- The students who had requested for changing career towards the Bachelor in English Teaching in the distance modality of the UES received the needed assistance in the Academic Administration of the School of Sciences and Humanities.

Independent variable: The request for changing career

Dependent variable: Students receive assistance

- The students who had changed career towards the Bachelor in English Teaching in the distance modality of the UES knew the steps to follow to request subject's equivalence.

Independent variable: Subjects equivalence process

Dependent variable: Students know the steps to follow

## **Chapter III METHODOLOGY DESIGN**

### **6. METHODOLOGY**

#### **6.1 Research approach**

A mixed qualitative-quantitative research design was used to collect the required information: The first one is “characterized by its aims, which relate to understanding some aspect of social life and its methods which generate words, rather than numbers, as data for analysis”. (Patton & Cochran). Applying this method, the data collection instrument was designed to collect points of view and opinions about how students feel about the academic and administrative services provided by the University of El Salvador in the distance modality.

The quantitative approach consists of “emphasizing objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon” (Earl R. 2010). This method was enforced in this study since the satisfaction of the students was measured to generate a conclusion about the level of satisfaction related to this modality.

Both methodologies were used with the purpose of discovering and describing the levels of satisfaction of the students of the Bachelor in English Teaching of the Distance Modality with the academic and administrative services provided by the University of El Salvador as well the opinions of the career coordinator, branches coordinators and the tutors in charge of the tutoring sessions.

## 6.2 Type of Study

This is an exploratory and descriptive research study that describes what exists and may help to uncover new facts and meaning. The purpose of this research was to observe, describe and document aspects of a situation in its natural environment. This involved the collection of data that has provided a description of the levels of satisfaction of the students of the bachelor in English Teaching Distance Modality.

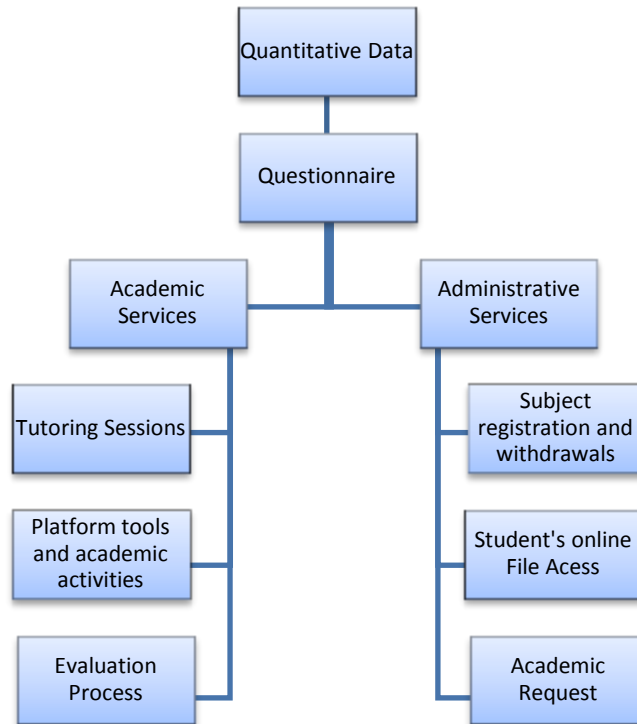
## 6.3 Research Design

The information of this research was collected during a stage of tutoring session observation where the researchers observed how the sessions were developed; besides that a questionnaire was administered to students of the bachelor in order to describe their levels of satisfaction with the Academic and Administrative services offered by the University.

Finally, tutors were interviewed to know their opinion regarding the tutoring session development as well as the academic and administrative services. In addition, the coordinator of the bachelor and branches coordinators of San Salvador and Santa Tecla were interviewed to expand the information concerning the services that the University offers to students.

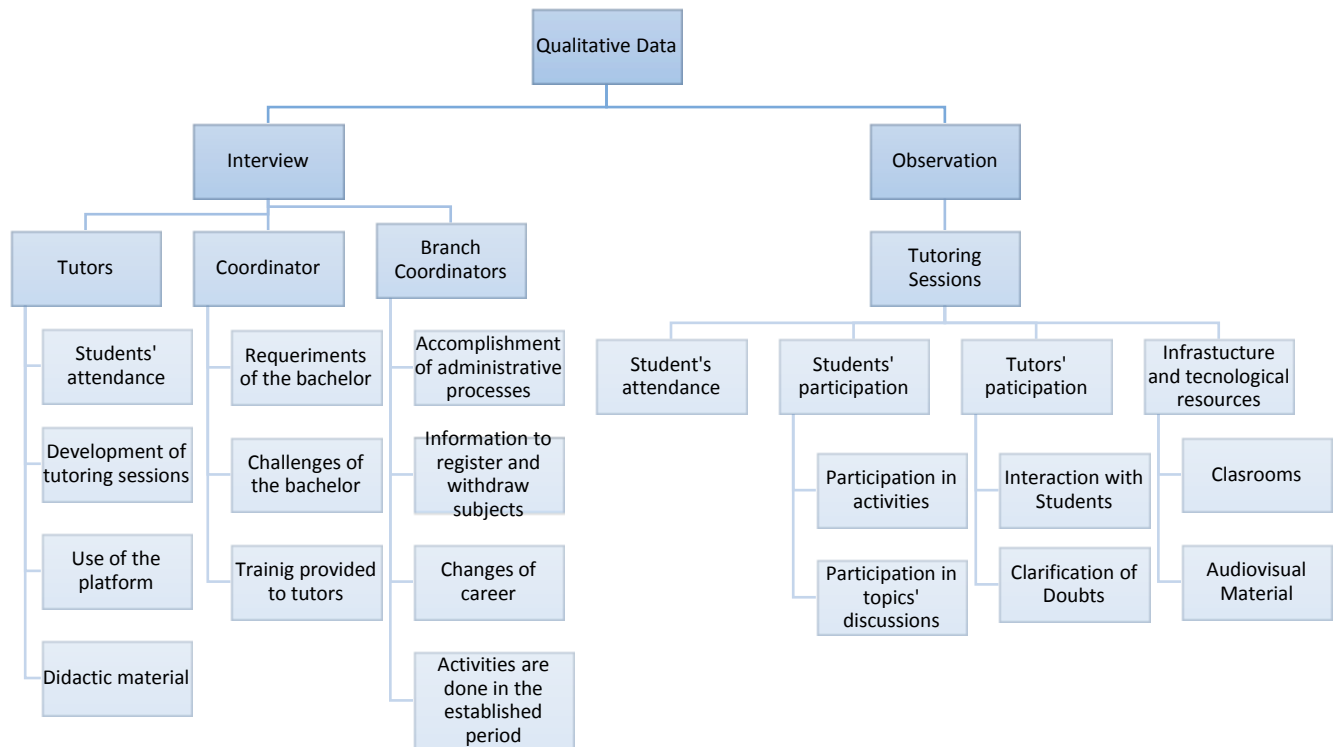
As it can be seen in the next flowchart, the first stage to collect the quantitative data was the questionnaire administered to students of the Bachelor in English Teaching of the Distance Modality which was designed to know the students' satisfaction levels regarding the academic and administrative services.

**Flowchart N°1: Process to collect quantitative information about the students' opinions.**



Flowchart N° 2 shows the process to collect qualitative information. In order to do this process, the following instruments were used: Observation of tutoring sessions, interviews to tutors, the coordinator of the Bachelor and to the branches coordinators.

**Flowchart 2: Process to collect qualitative information about the students' satisfaction with the academic and administrative services offered by the University of El Salvador.**



#### 6.4 Population and Sample

The population of this research work was formed by: a. The currently registered students who are in the 4<sup>th</sup> semester of the career who started the bachelor in 2016; b. Tutors in charge of the tutoring sessions corresponding to the subjects of Didactic, Didactic resources, Advanced Grammar and English and Conversation III in the branches of San Salvador and Santa Tecla; c. The coordinator of the bachelor in study and d. Branches Coordinators.



It has to be mentioned that the population for this research work was expected to be formed by the 43 students who were enrolled in semester I-2016. Unfortunately, and due to attrition causes the population decreased to 14 students for semester II-2017. The fourteen students were registered in two branches, 9 in the branch of San Salvador and 5 in the branch of Santa Tecla.

#### 6.5 Research Techniques and instruments

The instruments used to collect the information were designed and created by the research team. These are described below:

- a. A questionnaire (Annex No.1): This was designed with eighteen statements, divided into two sections; the first one was related to the academic services, tutoring sessions, academic activities, platform tools and evaluation process. The second part was related to administrative services, specifically to subject registration and withdrawals, students' online file access and academic requests. The questionnaire had a Likert rating scale with the categories of *strongly agree*, *agree*, *neutral*, *disagree*, *strongly disagree*; in which students had to select according to their experience with the services provided by the University.
  
- b. A tutoring session observation guide (Annex N° 2): The observation of the tutoring sessions was made with the purpose of describing the development of the tutoring sessions and the interaction between the tutors and the students in both branches. This process took place specifically in the subjects corresponding to the fourth semester of the Bachelor in English Teaching which are; Didactic, Didactic resources, Advanced Grammar and English and Conversation III. The aspects observed during the tutoring session were; students' attendance, students' participation, tutors' participation, and it was used a checklist to include the infrastructure and technological resources used during the session.

- c. Tutors' interview (Annex N° 3): The tutors' interview was directed to the tutors in charge of the subjects previously mentioned. The interview comprised aspects concerning the development of the tutoring sessions such as students' attendance; development of tutoring sessions; the used of the platform; the didactic material and evaluation process.
  
- d. Interview with the Coordinator of the Bachelor (Annex N°.4): The objective of this interview was to know his point of view concerning academic and administrative development of the Bachelor, specifically with the requirements of the bachelor, the challenges of the career and the training that tutors received for teach in this modality.
  
- e. Interview with the Branches coordinators (Annex N° 5): An interview was administered to the Branch coordinator of both branches in order to reinforce the information about some important aspects about the academic and administrative services. In the interview the coordinators were asked about the accomplishment and information of the administrative processes; provided to students; such as changes of career and activities developed within the platform.

## 7. PLAN OF ANALYSIS

The information collected with the questionnaires administered to the students was assessed with a Likert scale. The rating scale answers used were: Strongly disagree, disagree, neutral, agree and strongly agree. The results were divided in to sections: academic and administrative services to be analyzed, these showed the levels of satisfaction of the students regarding the academic and administrative services.

The analysis of the information collected with the interviews, administered to tutors, coordinator of the bachelor and branch coordinators, gave the researches opportunity to understand the opinion of the interviewed about the academic and administrative processes, to be analyze the information of the instruments was divided in Four main aspects.

The observation made during the development of the tutoring sessions was divided in four main aspects; students' attendance, students' participation, tutors' participation and infrastructure and technological resources. The information collected allowed the researchers to get an idea of the aspects previously mentioned.

## Chapter IV PRESENTATION OF RESULTS

Through this chapter the researchers show the details of the results gathered along the investigation work. The work developed with the instruments and the opinion of all those that conform the Bachelor in English Teaching of the distance modality in the University of El Salvador is reflected in the following constructs.

### 8. Constructs

In order to determine the students' satisfaction levels with the different services provided by the University two constructs were elaborated by the research team: academic services construct and administrative services construct.

Matrix N° 4 contains the aspects defined for the academic construct in this research. These aspects were used to gather the information about the students' levels of satisfaction about the academic services.

#### 8.1 Academic services Construct

**Matrix N° 4: Academic services construct**

No.	ASPECTS	ITEMS INCLUDED IN EACH ASPECT	
1	Development of tutoring sessions	1	Clarification of doubts.
		2	Participation of students during the tutoring.
		3	Development of the tutoring sessions.

2	Uses of the academic Platform	1	Availability of tutors to answer questions.
		2	Updating of the academic platform
		3	Understanding of the material in the platform.
		4	Academic activities developed in the platform.
3	Evaluation system	1	Administration of evaluations and grading of exams and activities.

Matrix N° 5 contains the aspects defined for the administrative construct in this research. These aspects were used to gather the information about the students' levels of satisfaction about the administrative services.

## 8.2 Administrative services Construct

**Matrix N° 5: Administrative services construct**

No.	ASPECTS	Topics of each aspect	
1	Information Provided by the Academic Administration of the school of Sciences and Humanities.	1	Registration of subjects.
		2	Withdrawing of subjects

2	Students Online file access	1	Students' access to their profile in the platform
3	Academic request presented by students in the Academic Administration	1	Students' orientation requested to the academic administration.
		2	Solution to the students' requests

## 9. Characterization of the subjects of study

**Table N° 1: Characterization of the students' population**

Aspects	Female	Male	Married	Single	Yes	No	Sunday morning	Total
Gender	7	5						12
Students have a job					11	1		12
Marital status			5	7				12
Students have children					6	6		12
Studying time							12	12

*Source: Questionnaire administered to the students in Santa Tecla and San Salvador branches.*

As it is shown in table N° 1, out of twelve students questioned, seven are women and five are men; eleven out of twelve work and study at the same time; seven are single and the others are married; half of them of them reported they had children. Finally, it was found that the study time of all the students is Sunday morning. It is important to highlight that 14 students were enrolled to study the Semester II 2017, however just 12 students were active during the semester and it was to them that the questionnaire was administered.

**Table N° 2: Characterization of tutors' population**

<b>Aspects</b>	<b>Gender</b>	<b>Age</b>	<b>Semesters working</b>
Female	2		
Male	2		
25-30 years old		1	
31- 35 years old		3	
From 1 to 2 semesters			1
From 3 to 4 semesters			3
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>

*Source: Interview administered to the tutors of Santa Tecla and San Salvador branches.*

Table N° 2 shows the characterizations of tutors interviewed. Two of them are women and two are men. Three of them are between 31 and 35 years old, and just one of them is 30 years old. It was noticed that three have been working for 4 semesters in this modality and one tutor expressed that it was the first semester working in this bachelor; she was previously working in the school of Mathematics of the University of El Salvador.

## 10. Instruments Results

### 10.1 Questionnaire Data

The following tables show the students' levels of satisfaction with the Academic services provided by the University of El Salvador, these are: Developing of tutoring sessions, Uses of the academic Platform and Evaluation system. These results were obtained through the questionnaire administered to students (Annex 6).

**Table No. 3: Students' levels of satisfaction with the tutoring sessions:**

Statements	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<b>Academic Services</b>						
<b>Tutoring Sessions</b>						
1. You pose doubts during the tutoring sessions.	<b>1</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>12</b>
2. The tutors clarify your doubts in the tutoring sessions.	1	0	1	4	6	<b>12</b>
3. Tutors provide you with feedback about your learning process.	0	0	4	7	1	12
4. You feel satisfied with the development of the tutoring sessions.	0	0	3	6	3	12

Source: Section one of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

As it can be seen in table N°3, more than the half of the students selected the *agree* and *strongly agree* categories in all the statements. This shows a high level of acceptance to the development of the tutoring session. On the other hand, in statement number three a total of 4 students selected the *neutral* category. Since there is not information to validate the reason why students selected this option, it considered that students do not think feedback is totally necessary.

The following table shows the students levels of satisfaction related to the platform tools and the academic activities, as part of the Academic Services provided in the distance modality.



**Table N° 4: Students' levels of satisfaction with the platform tools and the academic activities**

Statements	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<b>Platform</b>						
1. Tutors are always available to answer your questions on the platform.	0	3	2	5	2	12
2. The use of the platform is promoted by the tutors.	0	0	1	6	5	12
3. Forums are used in the virtual platform to clarify doubts, about the material studied.	0	1	0	9	2	12
4. The virtual platform is constantly updated with the schedule of learning and evaluation activities.	0	0	5	7	0	12
5. The academic material uploaded in the platform is understandable to you.	0	0	2	5	5	12
6. The platform has the right tools for students' activities, whether checking out didactic videos, uploading tasks or obtaining the didactic material to discuss in class.	0	1	3	4	4	12

Source: Section two of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

As it is reflected on Table N° 4, statements 2, 3, 5 and 6 obtained between eight and eleven positive answers by the students. This shows that students agreed that the platform and its activities are good elements for this modality. An outstanding aspect was that tutors promote the use of the platform as it is reflected in the results of statement 6 and they are available in forums to clarify doubts about the materials assigned to develop during the week. Nonetheless, on statement 4 a total of 5 students selected the *neutral* category. Because there is not further information that supports this answer, it was considered that students that selected this category do not access to the platform frequently. Finally, on statement n° 1 three students marked the *disagree* category. This may indicate that the answers were not provided at the moment students posed their questions.

The following table shows the students' levels of satisfaction with the evaluation process. This is another academic service that was included in the questionnaire to obtain the students' opinion.

**Table N° 5 Students levels of satisfaction with the evaluation process**

Statements	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<b>1. The evaluations are made and graded in the period established by the internal rules of the University.</b>	<i>0</i>	<i>1</i>	<i>5</i>	<i>5</i>	<i>1</i>	<i>12</i>

Source: Section three of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

Regarding the evaluation section in table n° 5, more than half of the students agreed that the evaluations are made and graded in the established period of time. However, 5 out of 12 students selected the *neutral* category and 1 student selected *disagree*. As the researchers did not have specific information to clarify the *neutral* answer, the information was considered that students were not aware about the evaluation period, the same as the student that disagreed with this service provided.

The following table shows the levels of satisfaction with the Administrative services provided by the University of El Salvador in the distance modality, these are: Subject registration and withdrawals, Students' online File Access and Academic request.

**Table N° 6 Students levels of satisfaction with subject registration and withdrawals**

Statements	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<b>1. You have received accurate information to register the subjects.</b>	<i>0</i>	<i>0</i>	<i>3</i>	<i>6</i>	<i>3</i>	<i>12</i>
<b>2. You are informed with the process you have to follow to withdraw subjects.</b>	<i>0</i>	<i>1</i>	<i>2</i>	<i>8</i>	<i>1</i>	<i>12</i>

Source: Section four of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

On table N°6 the administrative section of the questionnaire is introduced, specifically with the information students receive for the subject registration and withdrawals processes. Based on both questions, it is considered that more than half of students received clear and important information about these processes. On the other hand, in statement n°1 three students selected the *neutral* category, which can be interpreted that this part of the population did not request this kind of information.

The following table shows the students' levels of satisfaction with the access they have to the online file. This is another administrative service that the University of El Salvador provides the students of the distance modality.

**Table N° 7 Students' levels of satisfaction with the online file access**

<b>Statements</b>	<b><i>Strongly disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neutral</i></b>	<b><i>Agree</i></b>	<b><i>Strongly agree</i></b>	<b><i>Total</i></b>
<b>1. You have access to check your grades in your profile.</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>12</b>

Source: Section five of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

As it can be seen on table N° 7, eight out of twelve students selected the *agree* and *strongly agree* categories. This leads to consider that students are satisfied with the access they have to the online file. Nonetheless, 3 students selected the *neutral* category and this was analyzed by the researchers that these students did not access to the file frequently.

The following table shows the students' levels of satisfaction regarding the assistance they have received, with the academic requests presented to the academic administration.

**Table N° 8: Students' levels of satisfaction with the academic requests**

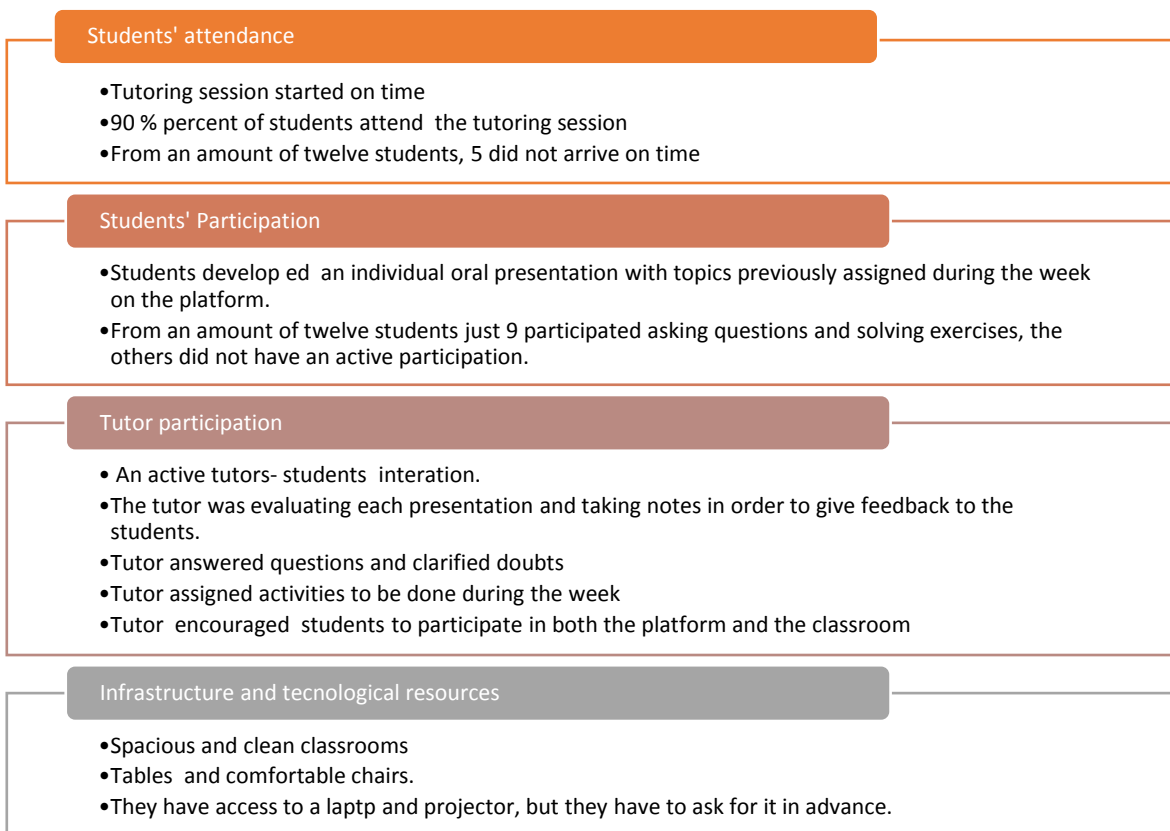
<b>Statements</b>	<b><i>Strongly disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neutral</i></b>	<b><i>Agree</i></b>	<b><i>Strongly agree</i></b>	<b><i>Total</i></b>
<b>17. You have requested orientation from the academic administration of your school before.</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>12</b>
<b>18. Your request was solved by the administrative and academic office.</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>12</b>

Source: Section six of the questionnaires administered to the students of the Bachelor in English Teaching in the distance modality.

Based on table N° 8, half of the students selected the *agree* and *strongly agree* categories. This is considered that they received the correct and on time orientation to the academic services requested. It is important to mention that a similar part of the population that is 5 out of 12 students selected the *neutral* category. It leads to the conclusion that this part of the population had not requested this kind of orientation.

## 10.2 Tutoring observation data

### Diagram No. 1: Main aspects observed during the Tutoring Sessions.



*Source: Interview administered to the tutors of the Bachelor in English Teaching of the Distance Modality.*

**A. Students' attendance:** In the branch located of Santa Tecla all the students arrived on time. On the other hand, in the branch of San Salvador it was observed that the majority of the students attended the sessions, because according to the tutor two students that registered the subjects never arrived. (Annex 7).

**B. Students' participation:** According to what was observed in both branches, Santa Tecla and San Salvador from the total of twelve students, nine of them participated actively during the tutoring session, asking questions to the tutor about the material they had previously studied at home.

**C. Tutors' participation:** According to the observation, all tutors had and active interaction with students; tutors fostered a positive learning environment during the tutoring sessions. They listened to the students when discussing the topics and they answered the questions that students posed, they promoted the use of the University platform to look for the information about the contents of the subjects.

**D. Infrastructure and technological resources:** In this aspect it was found that students received the tutoring sessions in spacious classrooms with enough tables and good air flow conditions; however, the use of technological resources is limited. Tutors have to share the recorders, laptops and projectors; there is no equipment assigned per each classroom, which sometimes stops the fact of having a more dynamic session according to the tutors.

10.3 Tutors' interview data

**Diagram N° 2: Opinions collected from the tutors of the Bachelor in English Teaching of the Distance Modality.**



*Source: Interview administered to the tutors of the Bachelor in English Teaching of the Distance Modality.*

### **A. Students' attendance**

Item n° 1 in diagram 3 is related with students' attendance; tutors expressed that 12 out of fourteen of the enrolled students attend the tutoring sessions every Sunday. Tutoring sessions' attendance is very important for the students as well as for the tutors.

### **B. Tutoring Sessions**

Tutors expressed that the tutoring sessions are to discuss with students the doubts and questions they may have about the topics assigned to study at home. Also, during the sessions students are in charge of some oral presentations to reinforce their pronunciation and understanding about the topics; after the oral presentations feedbacks are given to students, which may be general or specific.

### **C. Platform**

Statements 4 to 8 in the diagram describe that the material to develop during the week is uploaded in the platform and students have books to reinforce the topics to study. The platform is updated with specific and clear information as well as some exercises links; videos and material are included for a better understanding. A participation period for students during the week has been set in the platform, where students can clarify their doubts about the topics, exercises or evaluated activities. Tutors are available to answer questions even if it is out of the established period; however, some students do not participate, neither asking nor solving exercises. Tutors received an online training process of three weeks for this new modality. They learned how to use the platform and they had some sessions with the coordinator where he explained the process that should be followed in this modality.



#### **D. Didactic material received**

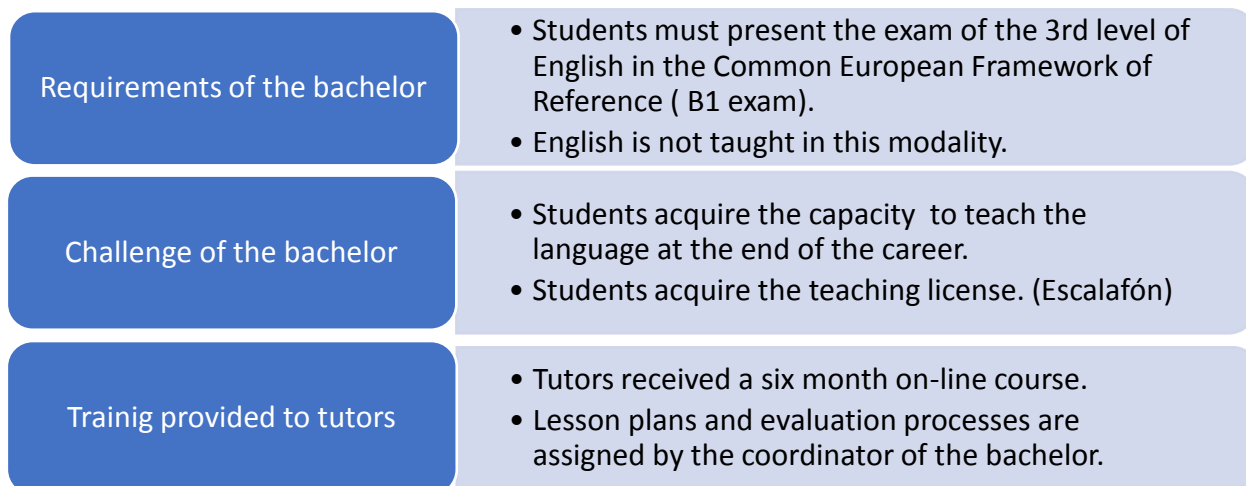
Tutors expressed that the University provides the technological material like laptop and projector to use during the tutoring session. However, this resource has to be requested in advance in the branches and it has to be shared with other groups. The coordinator of the bachelor also provides the power point presentations and the guideline to develop the tutoring session.

#### **E. Evaluation process**

The evaluation process is done through the coordination of the bachelor, also the quizzes, the answers keys, evaluated activities and the dates in which these activities will be carried out, in order that all the groups perform the same activities.

#### 10.4 Coordinator interview data

**Diagram N° 5: Aspects asked in the interview administered to the coordinator of the Bachelor in English Teaching**



*Source: Interview administrated to the coordinator of the Bachelor in English Teaching Distance Modality. Ricardo Garay.*

### **A. Requirements of the bachelor**

The coordinator expressed that one of the requirements to study this bachelor is that students must approve the B1 English level in the exam administered by the University, students must present the exam before applying to the bachelor in this modality.

### **B. Challenges of the bachelor**

One of the biggest challenges in this modality is that students must acquire the knowledge to become teachers. Students should be able to teach to others what they have learned. One of the benefits of this career is that at the end they will have the teaching license.

### **C. Training provided to tutors**

Before becoming tutors of the distance modality, they received an online course of six months called “Diplomado de Tutores virtuales”. They were given the general instructions and explanations about tutoring sessions, and they were as well provided with the lesson plans.

10.5 Branches Coordinators interview data.

#### **A. Accomplishment of administrative processes**

Branches coordinators agreed that the administrative processes for the distance modality were accomplished. In each branch they help students with the access to the administrative processes. Social media in this case Facebook is a source used for students to clarify their doubts, coordinators answer to the students as fast as they can to solve the request of the students.

## **B. Information regarding subject registration and withdrawal.**

Students reported they are well informed about the processes they have to follow to register and withdraw subjects. The Academic administration provided students with two calendars so they know the periods established to do the processes, also the administration guides them in the process if students ask them to.

## **C. Changes of career**

There have not been changes of career in distance modality up to now. The branches coordinators expressed that some students from face to face schooling are asking to change to distance modality; however, the main challenge that these people have is the level of English; since to request a change to this new modality, students must approve B1 level exam.

## **D. Planned activities**

Activities such as: forums, updating of contents and evaluations are done in the established period by the University. At the beginning of the implementation of the distance modality, students did not have access to the grades uploaded in the platform. That is the reason why the platform has become an auxiliary resource of consulting and the main resource of information is the official online file.

## 10.6 Analysis of assumptions

### ACADEMIC SERVICES

As it was mentioned in the methodology, this research was carried out in the branches of San Salvador and Santa Tecla, where the population was formed by 14 students enrolled but only 12 of them were active. Seven of the students attend San Salvador branch and 5 students attend Santa Tecla branch.

In order to consider an assumption as accepted or not accepted it was verified the answers corresponding the Likert scale applied in the questionnaire. To verify the assumptions as accepted, the strongly agree and agree labels should have obtained more than half of the answers. To verify the assumptions as not accepted, the strongly disagree, disagree and neutral labels should have obtained more than half of the answers.

The researchers stated 7 assumptions about the academic services to be verified during the field work. They were the following:

1. “Hundred percent of the students of the Bachelor in English Teaching of the distance modality attend regularly the tutoring sessions provided.”

During the observation and the interview to tutors it was verified that 12 out of 14 students enrolled from both branches attended the tutoring session regularly. Thus, this assumption is considered accepted.

2. “Students of the Bachelor in English Teaching of the distance modality who attend the tutoring sessions pose questions and doubts to the tutor about the topics.”

During the development of the tutoring session the researchers observed that more than the half of the students posed questions during the tutoring session, on the contrary there was a small group of students that did not participate actively during the session. It leads to the conclusion that this assumption is accepted.

3. “The tutor’s explanations clarify the doubts that students of the Bachelor in English Teaching have about the topics presented.”

During the observation of the tutoring sessions and through the questionnaire administered to the students, it was verified that tutor’s explanations clarify the doubts that students may have. As a result, this assumption is accepted.

4. “The contents uploaded in the platform are updated continuously to provide the students of the Bachelor in English Teaching the necessary resources to develop the topics assigned.”

This assumption was verified through the questionnaire administered to the students. More than the half of the population was satisfied with the updating of the platform. This assumption is considered as accepted.

5. “The updated contents in the platform allow the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador to know on time the activities assigned by the tutors.

Summing up the answers of the labels of “agree” and “strongly agree” that represents half of the population, and the answers for the labels “neutral” and “disagree” that represents the other half of the population; these data doesn’t allow the researchers to verify this assumption as true. It is probably that students selected the neutral label because they do not constantly check the platform on time to verify when the activities are assigned.

6. “The students of the Bachelor in English Teaching in the distance modality of the University of El Salvador have access to the grades in the established period.”

This assumption was verified with the answers gathered on the questionnaire administered to the population. Half of the students selected the “agree” and “strongly agree” label, then this assumption has received the 50% of acceptance. However, the other half of students chose the “neutral” and “disagree” label that includes the other 50% of the population that disagrees and the assumption cannot be evaluated as accepted.

7. “80% of the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador are totally satisfied with the academic services provided in the on-line consulting.”

In the administration of the questionnaire, students assessed the on-line consulting service with acceptance. More than half of students selected the “agree” and “strongly agree” label and this assumption can be considered as accepted.

### **ADMINISTRATIVE SERVICES**

The researchers stated 3 assumptions about the administrative services to be verified during the field work. And they were the following:

8. “The academic administration uploads to the University platform the established dates to register and withdraw subjects so that the students of the Bachelor in English Teaching in the distance modality of the University of El Salvador are informed on time.

In the administration of the questionnaire, researchers found out that this assumption was accepted because more than the half of the students agreed that the information is uploaded on time.

9. “The students who have requested for changing career towards the Bachelor in English Teaching in the distance modality of the UES received the needed assistance in the Academic Administration of the School of Sciences and Humanities.

In the administration of the questionnaire, to assess this service, the half of the population selected the “agree” and “strongly agree” labels. This gives to the assumption a 50% of acceptance. Nevertheless, the other half of the population selected the “neutral” and “disagree” labels. The selection of the neutral label can be considered that students have not requested any type of information to the administrative office of their school and this assumption cannot be accepted as approved.

10. “The students who have changed career towards the Bachelor in English Teaching in the distance modality of the UES know the steps to follow to request subjects’ equivalence”.

To this hypothesis there was not information registered about changes of career of the students of the Bachelor in English Teaching in the Distance Modality semester II 2016. This assumption can be considered neither accepted nor denied.

## Chapter V. DISCUSSION OF RESULTS

The integrated opinion synthesis of the students of the Bachelor in English Teaching of the Distance Modality, of their tutors, coordinator of the bachelor and the branches coordinators of San Salvador and Santa Tecla is presented below:

- **Levels of satisfaction with the academic and administrative services provided by the University of El Salvador to the students of the Bachelor in English Teaching, entrance year 2016.**

Students of the Bachelor in English Teaching and their tutors agreed that they feel satisfied with the academic and administrative services according to what they marked in the categories of the questionnaire and the information that was collected from the tutors. Students marked in the questionnaire categories that showed they were satisfied with the academic services in concerns to the tutoring session they receive, the use of the platform in which they consult important information related with the contents to be discussed during the sessions, and the evaluation processes. However, with these last aspects, students considered that some aspects about the evaluations in the platform should be improved, aspects such as: time, students mentioned that sometimes the system does not allow them to set different options in a multi choice test or that the time period the system provides is too short to give an answer. Nevertheless, it is important to recognize that both parts agreed that the majority of the academic and administrative services are accepted, since there were not negative comments or suggestions to make on these services.



- **Opinion of the coordinator of the Bachelor in English Teaching of the Distance Modality, in regards to the administrative and academic services provided by the University of El Salvador as well as background of the major until to date.**

The information gathered from the coordinator of this bachelor through the interview was valuable to reinforce some important aspects about the academic and administrative services provided by the University. Throughout the interview the coordinator disclosed information concerning the beginning of the bachelor and, the challenges that the bachelor faces with the students as well as his appreciation of the development of the bachelor in the distance modality until now.

Since the beginning of the major, the coordinator mentioned that the idea of creating a bachelor in distance modality was taken from the model that already exists in Costa Rica, where this type of education has been developed through many years, so the University of El Salvador decided to adopt the method and adapt it to some careers.

On the other hand, he mentioned as well about the challenges that the major has with the students, and the biggest one that exists is that students become teachers; he mentioned that at this point he feels satisfied with this bachelor and the work that is being done by the tutors to reach this goal; thus, this can be interpreted as acceptance of the academic service in concerns to the tutoring session.

Finally, the coordinator exposed his point of view concerning the development of the bachelor; he mentioned that he considers that the project is being released in a very positive way and that more and more students are being attracted by this modality.

- **Opinion from the branches coordinators of San Salvador and Santa Tecla, concerning the acceptance of the administrative services provided by the University of El Salvador.**

The information gathered from the coordinators of the branches of San Salvador and Santa Tecla through the interview was valuable to reinforce some important aspects about the academic and administrative services provided by the University.

The first aspect that was mentioned was if they considered that the administrative processes for the distance modality were accomplished according to the established requirement of the University of El Salvador, to which both of them that the requirements are established to the face to face schooling, so what they do is try to help the students of the distance modality with the access to the administrative processes, usually they provide advisory to the students on Saturday. The branch coordinator of San Salvador mentioned there is a specific structure per branch that gives the information to the students, in this case the Bachelor coordinator, the branch coordinator mentioned that they address students to do their administrative processes. The branch coordinator of Santa Tecla mentioned that they use social media sources such as: Facebook to answer any doubt students may have in regards to administrative processes. Both branches coordinators agreed this source is very effective and the administration answers to the students as fast as they can to solve their requests, unless they are in period of registration of subjects the process of giving advisory or answering through the media sources takes more time.

The second aspect that was disclosed by the branches coordinators was to recognize that students are informed about the administrative processes in regards to subjects registration or withdrawal; to this the branch coordinator of San Salvador mentioned, “*we handle two academic calendars, face to face schooling and distance modality. We try of course to guide them well, so that they know when the period of registration or withdrawal of subject is. We even receive requests from students of other majors to guide them in this process*”. The branch coordinator of Santa Tecla mentioned that in the same way, they guide students to know when and how these processes are to be done.

The third aspect was about students changes of career. To this request, the branch coordinator of San Salvador mentioned that students who enter to the distance modality, stay there; there are not cases of changes of career registered up to now. Both branches coordinators agreed that there is a phenomenon of inversion, that is that students from face to face schooling are now trying to access to the majors in distance modality, however the main challenge that these people have is the level of English, since it is known that to be accepted in the Bachelor in English Teaching it is necessary that students have a B1English level. In some cases, students who do not have the B1 English level, get enrolled in any other major and then, they try again to access to English Teaching, with the B1English level achieved at the moment of requesting the change of career.

The fourth and last aspect concerns the time activities are developed within the platform such as: forums, updating of contents and evaluations. To this the branch coordinator of San Salvador mentioned that at the beginning there was a problem with the grades uploaded in the platform, these appeared as zero to each student, for this it was requested to change the method of delivering grades in the platform, and it was changed to be done in the official online file.

With these interviews, it was verified that not only students and tutors are satisfied with the academic and administrative services that the University provides, but also the opinions of the branches coordinators reinforce the level of acceptance of the services provided within the distance modality.

## Chapter VI CONCLUSIONS

Thanks to the collaboration of the students of the Bachelor in English Teaching , semester II 2017, to the tutors of the distance modality, the coordinator of the bachelor and coordinators of the branches of San Salvador and Santa Tecla, it was possible to achieve the main goal of this exploratory research which consisted in studying the levels of satisfaction of the students of the Bachelor in English Teaching of the Distance Modality, concerning the academic and administrative services provided by the University of El Salvador.

- According to the information gathered with the research instruments, the tutoring session had acceptance among the academic services. The aspects as the development of the tutoring session, clarification of doubts, tutors and students' participation were approved by more than the half of the students.
- The second aspect to be assessed by the students was the content in the virtual platform. According to the information gathered from the instruments, and the interviews held with the tutors, the coordinator of the bachelor and branches coordinators. This had acceptance in concerns to availability of the tutors to answer the questions of students: In this aspect it was confirmed by the students, *“That they set a specific schedule with the tutor so that they can be in an online session and discuss contents about the topics developed during the tutoring sessions.”* As well it was confirmed by the students that the platform is constantly updated and that the contents in there are completely understandable for them. Finally, it was mentioned that forums of topics related to the subjects that are studied are held within the platform.
- The third aspect was the evaluation. To this aspect, students considered that evaluations are made in the period established by the University. It was found that the way evaluations are made as they are scheduled and the period it takes to upload grades in the system was accepted by more than the half of the population.

- Concerning the Administrative services, it was found that students are provided with the necessary information in regards to how to register or withdraw subjects. This aspect was accepted by the majority of the students.
- Another aspect was the online file access. The access to the virtual platform is accepted by students, tutors and the coordinator of the bachelor, since it is being updated with information related to the topics that are discussed during the tutoring sessions. In addition, the services provided by the University as participation in forums, consulting with tutors and checking out important information were accepted by the population.
- The last aspect in regards to the administrative services was the academic request. Students confirmed that when they have had any request that must be handled by the administrative office of their school, they receive a proper answer as fast as possible. This aspect was neither accepted not denied but based on the comments students considered they received the assistance needed.

## **Chapter VII SUGGESTIONS**

This section is based on the conclusions listed previously. The suggestions made by the students of the Bachelor in English Teaching of the Distance Modality, their tutors, the coordinator of the bachelor and branches coordinators have been considered.

Suggestions made by the students:

- To improve some aspects in the virtual platform in regards to evaluation time lapses and score revision within the system.
- To have more information related with the registration processes or withdrawal of subjects, despite the fact that this aspect was accepted, some students mentioned it should be improved.

Suggestions made by tutors, the coordinator of the bachelor and branches coordinators:

- To improve the information provided to the applicants of this distance modality bachelor, since according to their opinion, some students drop out because they do not receive the accurate guidelines on how this distance modality works.
- To continue with the entrance criteria of requesting that students must have a B1 level of English.
- To provide more autonomy to the branches in academic and administrative processes such as: Changes of career, equivalences and subject withdrawal requests.

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# ANNEXES

## Annex 1. Questionnaire administered to students of the Bachelor in English Teaching



**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF SCIENCES AND HUMANITIES**  
**FOREIGN LANGUAGES DEPARTMENT**

*Questionnaire for Students of the Bachelor in English Teaching*

**Topic:** Identification of the levels of satisfaction with the academic and administrative services that the University of El Salvador offers experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016.

**Objective:** To identify the satisfaction levels with the academic and administrative service experienced by the students of the Bachelor in English Teaching entrance year 2016 in the distance modality of the University of El Salvador.

Instruction: Dear student, please read the statements carefully and check the box with the answer that best fits your opinion.

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### **Section I General information.**

**Gender**                      1. F \_\_\_\_\_                      2. M \_\_\_\_\_

**Do you work**                      1. Yes \_\_\_\_\_                      2. No \_\_\_\_\_

**Marital status**                      1. Married \_\_\_\_\_                      2. Single \_\_\_\_\_                      3. Divorced \_\_\_\_\_                      4. Widow \_\_\_\_\_

**Do you have children**                      1. Yes \_\_\_\_\_                      2. No \_\_\_\_\_

**Studying time**                      1. Saturday morning \_\_\_\_\_                      2. Saturday afternoon \_\_\_\_\_                      3. Sunday morning \_\_\_\_\_

## Section II. Academic and administrative services

<b>Statements</b>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
1. You pose doubts during the tutoring sessions.					
2. The tutors clarify your doubts in the tutoring sessions.					
3. Tutors are always available to answer your questions on the platform.					
4. Tutors provide you with feedback about your learning process.					
5. The coordinators provide you on time the material to develop the course					
6. The use of the platform is promoted by the tutors.					
7. The platform has the right tools for students' activities, whether checking out didactic videos, uploading tasks or obtaining the didactic material to discuss in class.					
8. The virtual platform is constantly updated with the schedule of learning and evaluation activities.					
9. Forums are used in the virtual platform to clarify doubts, about the material studied.					
10. The academic material provided is understandable to you.					

<b>Statements</b>	<i>Strongly desagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
11. The evaluations are made and graded in the period established by the internal rules of the University.					
12. You feel satisfied with the development of the tutoring sessions.					
13. You feel satisfied with the academic services of your school.					
14. You have received accurate information to register the subjects.					
15. You have access to check your grades in your profile.					
16. You are informed with the process you have to follow to withdraw subjects.					
17. You have requested orientation from the academic administration of your school before.					
18. Your request was solved by the administrative and academic office.					
19. You feel satisfied with the administrative services of your school.					

**Annex 2. Tutoring observation guide and checklist.**

**University of El Salvador**

**Observation guide**



**Research topic: “Identification of the levels of satisfaction with the academic and administrative services that the University of El Salvador offers, experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016”**

**Objective: To observe the development of the tutoring sessions provided to the students of the bachelor in English teaching in the distance modality**

	Observation
<b>Student’s attendance:</b>	
1-Students arrived on time:	Yes__ No__
2. Number of students that attended the tutoring:	

<b>Student's participation:</b>	
3. Students asked questions about the topic covered in the session:	
4. Students presented to the tutor the doubts they had about the topic.	
5. Students participated in the activities developed by the tutor during the session.	
6. How worked the students during the session:	Individually ____      In pairs ____      In groups ____
7. Students proposed suggestions to improve the development of the tutoring.	
<b>Tutor's participation:</b>	
8. Tutor answered all the questions and doubts presented by the students.	

9. Which were the activities that the tutor developed during the session?	
10. Tutor used the classroom resources.	
11. Tutor advised to students to use the platform during the week.	
<b>Classroom environment:</b>	
13. Environment of the tutoring session.	



**INFRASTRUCTURE /TECHNOLOGICAL RESOURCES CHECKLIST**

<b>INFRASTRUCTURE</b>	
A- Conditioning classroom to receive tutoring session.	
B- Clean classroom to receive tutoring session.	
<b>TECHNOLOGICAL RESOURCES</b>	
A- Projector	
B- Laptop	
C- Recorder	
D-Speakers	



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Educación a Distancia

### **Annex 3. Interview made to the tutors**

#### **UNIVERSITY OF EL SALVADOR SCHOOL OF SCIENCES AND HUMANITIES FOREIGN LANGUAGES DEPARTMENT**

*Interview for tutors of Bachelor in English Teaching Distance Modality.*

**Topic:** Identification of the levels of satisfaction with the academic and administrative services that the University of El Salvador offers experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016.

**Objective:** To know about the aspects that involve the teaching-learning process during the tutoring sessions.

#### **Section I General information:**

1. **Gender:** 1. F\_\_\_\_ 2.M\_\_\_\_\_
2. **Age:** \_\_\_\_\_ years
3. **Tutoring session of the subject:** \_\_\_\_\_
4. Number of semesters you have worked as tutor in this bachelor: \_\_\_\_\_

#### **Section II Tutoring session's development.**

1. How could you describe a tutoring session?
2. What is the percentage of students that assist to the tutoring session?
3. Do all the students attend the tutoring sessions?
4. What can you tell me about the materials used to develop the tutoring sessions?
5. The-information uploaded in the platform is clear enough for reinforcing the learning process of the students?
6. How is the development of your tutoring sessions?
7. What kind of feedback activities do you develop so that students better understand the contents of the tutoring session?
8. Did you receive training from the university to be tutor of distance modality?
9. What are the resources that the university provides you and what are the ones that you use to carry out the tutoring session? Listing.
10. Have you been trained to use the technological tools of the Distance Modality?  
Yes/No
11. How do you organize the evaluation process in your subject?
12. Do you think that the evaluation process has been structured to strengthen the competences of students?
13. Are you available most of the time to answer the doubts of the students regarding to the topics?



#### **Annex 4. Interview made to the Coordinator of the Bachelor**

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF SCIENCES AND HUMANITIES  
FOREIGN LANGUAGES DEPARTMENT**

*Interview for Coordinators of Bachelor in English Teaching Distance Modality.*

**Topic:** Identification of the levels of satisfaction with the academic and administrative services that the University of El Salvador offers experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016.

**Objective:** To know how distance modality is developed in the University of El Salvador according by the information provided by the coordinator of this career.

**Section I General information:**

**Gender:** 1. F\_\_\_\_ 2. M\_\_\_\_

**Age:** \_\_\_\_\_ years

**Name of the subject you coordinate:** \_\_\_\_\_

**Time as coordinator:** \_\_\_\_\_

**Section II Opinion about the distance modality at UES.**

1. How was conceived the idea of creating a program to adapt a Bachelor in English Teaching into a Distance Modality?
2. What can you tell me about the criteria to apply to study this bachelor?
3. What do you consider that would be the biggest challenge to reach within the Bachelor in English Teaching of the Distance Modality?
4. The University of El Salvador has considered if the program for Distance Modality can be implemented in all the careers that it offers?
5. The University of El Salvador has considered if the program of the Bachelor in English Teaching can have equivalences for studying a major in distance modality abroad?
6. Are the tutors of the Bachelor in English Teaching in constant training to be abreast of the new technologies used in this modality?
7. What is your appreciation about the development of Bachelor in English Teaching in the Distance Modality since the beginning until now?

## **Annex 5. Interview made to the Branches coordinators**

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF SCIENCES AND HUMANITIES  
FOREIGN LANGUAGES DEPARTMENT**



*Interview for Branches Coordinators of Bachelor in English Teaching Distance Modality.*

**Topic:** Identification of the levels of satisfaction with the academic and administrative services that the University of El Salvador offers experienced by the students of the Bachelor in English Teaching in the distance modality, entrance year 2016.

**Objective:** To know the opinion of the Branch coordinators of San Salvador and Santa Tecla, about the administrative and academic services offered by the University of El Salvador to the students of the Bachelor in English Teaching of the Distance Modality.

### **Section I General information:**

**Gender:** 1. F \_\_ 2. M \_\_\_\_\_

**Age:** \_\_\_\_\_ years

**Name of the Bachelor you coordinate:** Bachelor in English Teaching in the Distance Modality

### **Section II Opinion about the academic and administrative services offered to the students of the Distance Modality.**

1. Do you consider that the administrative processes are carried out in the Distance Modality according to what is required by the University of El Salvador?
2. Do you consider that students have enough information provided by the administrative office to carry out processes such as registration and withdrawal of subjects?
3. Do you have information about changes of career in this modality?
4. Do you consider that the activities scheduled in the academic calendar are done in the established period that the University requires?
5. Do you have information about the students that request to enter to the Bachelor in English Teaching and do not fit with the requirement of the B1 level?

**Annex 6. Global results of the survey administered to students of the bachelor English Teaching Distance Modality, entrance year 2016 related to the academic and administrative services.**

<b>Statements</b>	<b><i>Strongly disagree</i></b>	<b><i>Disagree</i></b>	<b><i>Neutral</i></b>	<b><i>Agree</i></b>	<b><i>Strongly agree</i></b>	<b><i>Total</i></b>
<b>Academic Services</b>						
<b>Tutoring Sessions</b>						
1. You pose doubts during the tutoring sessions.	1	0	2	7	2	12
2. The tutors clarify your doubts in the tutoring sessions.	1	0	1	4	6	12
3. Tutors provide you with feedback about your learning process.	0	0	4	7	1	12
4. You feel satisfied with the development of the tutoring sessions.	0	0	3	6	3	12
<b>Platform</b>						
5. Tutors are always available to answer your questions on the platform.	0	3	2	5	2	12
6. The use of the platform is promoted by the tutors.	0	0	1	6	5	12
7. The platform has the right tools for students' activities, whether checking out didactic videos, uploading tasks or obtaining the didactic material to discuss in class.	0	1	3	4	4	12
8. The virtual platform is constantly updated with the schedule of learning and evaluation activities.	0	0	5	7		12
9. Forums are used in the virtual platform to clarify doubts, about the material studied.	0	1		9	2	12
10. The academic material uploaded in the platform is understandable to you.	0	0	2	5	5	12
<b>Evaluation</b>						
11. The evaluations are made and graded in the period established by the internal rules of the University.	0	1	5	5	1	12
12. You feel satisfied with the academic services of your school.	0	2	3	5	2	12

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
<b>Administrative Services</b>						
<b>Information provided</b>						
13. You have received accurate information to register the subjects.	0	0	3	6	3	12
14. You are informed with the process you have to follow to withdraw subjects.	0	1	2	8	1	12
<b>Online file access</b>						
15. You have access to check your grades in your profile.	0	1	3	6	2	12
<b>Academic request</b>						
17. You have requested orientation from the academic administration of your school before.	0	1	5	4	2	12
18. Your request was solved by the administrative and academic office.	0	2	5	3	2	12
19. You feel satisfied with the administrative services of your school.	0	2	2	6	2	12

## **Annex 7. Analysis of the observations made in the tutoring sessions of Santa Tecla and San Salvador branches**

**University of El Salvador**

### **Observation Guide Summary**

November 5<sup>th</sup> 2017

Subject: English Conversation III, Advanced English Grammar

Tutor: Juan Antonio Flamenco

Branch: Santa Tecla

#### Student's attendance

Tutoring session started on time in the established schedule at 8 am, 2 students arrived late but it did not interrupt the class.

#### Student's participation

Students participated in an active way, all of them asked questions about the topics studied and promoted alternatives of improvement in regards to some platform issues they had had. These problems were because in the platform it takes a lot of time to download the contents of the courses.

All students participated doing an oral presentation activity assigned to that day. In this case participation was individually each student exposed a topic and then asked questions among classmates and received feedback from tutor.

#### Tutor's participation

Tutor had an excellent interaction with students, he fostered confidence among students so that they could express themselves freely, he listened to the students discussed the topics and encouraged them to participate in both the platform and the classroom.

#### Infrastructure

Students receive tutoring session in spacious classrooms in square tables, clean classroom with comfortable chairs, about technological resources, tutor mention they have access to ask for a laptop or projector, but it is not assigned for each classroom.

University of El Salvador  
Observation Guide Summary

November 5<sup>th</sup> 2017

Subject: English Conversation III, Advanced English Grammar

Tutor: Jaqueline Flores

Branch: San Salvador

Student's attendance

The students enrolled in the tutoring sessions are 10 however the total amount of students that attended the tutoring session were seven. The tutoring session started on time with four students that arrived on time and the other three arrived one hour later approximately.

Student's participation

During the tutoring of the conversation subject, all of the students developed individual oral presentations with topics previously assigned during the week on the platform. They had made material to make their presentations. During the grammar tutoring students sit at a round table with the tutor to discuss the activities assigned during the week in the platform, just four students participated actively asking questions and doing the grammar exercise.

Tutors participation

During the tutoring of the conversation subject, the tutor was evaluating each presentation and taking notes in order to give feedback to the students. In the next session the tutor worked at a round table with the students, asked if they had studied the topics related to the tutoring of the grammar subject, tutor answered questions and clarify doubts that student had while they answered grammar exercise in their books. It is important to say that tutor did not use the board just the book. At the end of the session he assigned activities to be done during the week and invited them to participate in the forums and be aware of the activities in the platform.

Infrastructure and technological resources.

Students received the tutoring session in spacious and clean classrooms. In the classroom there were six round tables with six comfortable chairs each one. The room had fans and it was properly illuminated. About the technological resources the room had neither a projector nor a laptop to be used in the tutoring session.



University of El Salvador  
Observation Guide Summary

December 3rd 2017

Subject: Didactic Resources for English Teaching  
Tutor: Lcda. Ana Guadalupe Martinez  
Branch: Santa Tecla

Student's attendance

Tutoring session started on time in the established schedule at 10 am, all students were in the class room.

Student's participation

Students participated in an active way, all of them asked questions about the topics studied and promoted interaction with tutor.

All students participated doing an oral presentation activity assigned to that day. In this case participation was individually each student exposed a topic and then asked questions among classmates and received feedback from tutor.

Tutor's participation

Tutor had an excellent interaction with students, he fostered confidence among students so that they could express themselves freely, she listened to the students discussed the topics and encouraged them to participate in both the platform and the classroom.

Infrastructure

Students receive tutoring session in spacious classrooms in square tables, clean classroom with comfortable chairs, about technological resources, tutor mention they have access to ask for a laptop or projector, but it is not assigned for each classroom.

University of El Salvador  
Observation Guide Summary

December 3rd 2017

Subject: Didactic and Didactic Resources  
Tutor: Francisco Reyes  
Branch: San Salvador

Student's attendance

Tutoring session started on time, at 8:00 am and 10:00 am since the tutor was the same for both subjects. All students were in the classroom.

Student's participation

Students showed an active participation during the tutoring session, they asked questions they had related to the activities assigned to develop during the week. There was an interaction with the tutor since the questions and doubts that they expressed were answered by the tutor and by them. In addition, students performed an oral presentation that was assigned to that date.

Tutor's participation

Tutor showed a very good interaction with students, he gave them a feedback for the oral presentations they performed and as well, he clarified the doubts posed by students. He asked to students some information related to the activities performed during the week to make sure that students have understood the topics.

Infrastructure

Students attend tutoring sessions in a spacious and clean classroom. This has round tables with enough number of chairs for students. Tutor has access to technological resources when necessary to improve the development of the tutoring session.

**Annex 8. Pictures of tutoring sessions developed in the branches of Santa Tecla and San Salvador.**

**Santa Tecla:**

**Students of the Bachelor in English Teaching of the branch of Santa Tecla.**



**Classroom where the tutoring sessions are developed in the branch of Santa Tecla.**



**San Salvador:**

**Classroom where the tutoring sessions are developed in the branch of San Salvador**



**Students of the Bachelor in English Teaching of the branch of San Salvador**



