

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



**EFFECTIVENESS OF DISTANCE EDUCATION IN THE STUDENTS'
MOTIVATION AND SATISFACTION IN THE ADVANCED GRAMMAR
COURSE OF THE BACHELOR IN ENGLISH TEACHING OF THE
FOREIGN LANGUAGES DEPARTMENT AT THE UNIVERSITY OF EL
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INTRODUCTION

Nowadays, computers and the Internet have become an integral part of many aspects of life. Education is no exception. New media provide new means for people to interact, create dialogues, and share information and have generated new means for learning, including distance education. Distance education has become increasingly appealing in recent years.

Many institutions around the world now offer distance education for learners of every age from elementary school students to adults. In the case of the University of El Salvador in the Foreign Languages Department this modality has been implemented.

In education, technology is developed to enhance the learning experience for students. Schools are continually exploring strategies to implement new learning tools. These technological advancements have provided the opportunity of delivering in distance education, now, combined with some tools, such as instant messaging for feedback or questions, the virtual classrooms are more equipped with computers and laptops also the experience of face to face classroom interaction. Distance education courses were initially designed to support educational opportunities to students who were limited due to the location or lifestyle to attend face-to-face courses. The availability of online learning tools has provided flexibility and the opportunity to complete course requirements from nearly any location. According to Burton and Goldsmith [6](p.3), “the increased ease of communication between students, greater equality of participation in the discussion with the students, ability to recruit diverse population, and the ability to address more controversial topics” are some of the advantages to distance education.

This research was focused on The Effectiveness of Distance Education in the students' motivation and satisfaction in the Advanced Grammar course of the Bachelor in English Teaching of the Foreign Languages Department at the University of El Salvador, semester II/2017.

The purpose of this study was: to assess The Effectiveness of the Implementation of Distance Education modality in the Advanced Grammar course at the Foreign Languages

Department based on the students' motivation and satisfaction, semester II, academic year 2017. The specific objectives are the following:

- ❖ To explain how the use of distance education can have an impact on the students' process, based on their motivation and satisfaction.

- ❖ To compare the results of the distance education modality of the students taking Advanced Grammar the face to face modality.

- ❖ To acknowledge the challenges that students face when studying in a distance education program.

It was concluded that distance education experienced a high level of motivation and satisfaction than face to face students in regards to almost all aspects in the learning process. It was also determined that there was very little difference in the levels of satisfaction and motivation between the two modalities. Both distance student and face to face students expressed what the level of satisfaction and motivation was with online delivery technology and the teacher's assistance in their learning process during the course.

CHAPTER I

1. STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

While distance and online learning cannot replace the traditional classroom, it appeals to a growing number of students for a variety of reasons including convenience, ability to work on ones' own, etc (Pallof & Pratt, 2007). Despite the fact that many students embrace the courses for their convenience, educators and others express concerns about the experiences of those students and their levels of satisfaction with the courses.

Understanding any differences in student satisfaction could greatly enhance the ability of university administrators to make informed decisions relative to distance learning program improvements. The additional focus on distance learning students' satisfaction with technology and administrative services was also anticipated to be valuable in arriving at improvements and modifications in course content and delivery methodology and as well as in improving administrative services. Gay (2000) has stated that causal comparative studies identify relationships that may lead to experimental studies. Results of this study may provide the basis or incentive to conduct further studies into the relationship of student satisfaction in distance learning and traditional classrooms.

All learning requires a degree of motivation, self-discipline, and independence on behalf of the learner, but these aspects are arguably more pertinent in the case of distance learning, where the student is largely self-directed and unsupervised, and expected to be more autonomous. Distance study is self- study, but the student is not alone. Motivation can also be a key issue. When students have less active interaction, their motivation has to come from within. Some students are not able to be self-motivated and are, therefore, less successful in distance education (Bambara et al., 2009). Motivation comes as much from the support of other students as from within (Berge, 1996). Students want to interact, be a part of a learning community, and get to know each other in the distance education much as they would in a traditional class

(MacDonald & Thompson, 2005; Stodel et al., 2006). Students who have the opportunity to interact with other students are better able to make sense of what they are learning. Because learning takes place in a social context with shared understanding, students can develop critical judgment and solve problems (Berge, 1996). On the other hand, students must do more than converse instead, they must demonstrate their knowledge by discussing the curriculum and material in an intelligent and thoughtful manner (Smith & Winking-Diaz, 2004).

To sustain the student motivation, satisfaction must be present. *Satisfaction* refers to positive feelings about what has been accomplished in the learning context. Distance learners may need frequent evidence of success as they progress through the learning process, as such evidence supports student's intrinsic feelings of satisfaction. Frequent, timely and encouraging feedback is an important satisfaction strategy. Students should be encouraged that if they work hard, they can and will be successful. A clear consistency between objectives, content and assignments is also a helpful motivational strategy to build satisfaction in students. Technological advances have improved distance learning delivery, but have not necessarily addressed student motivation needs. It is indeed true that today's Internet based communication technologies are rapidly becoming a fact of life in many parts of the world and are increasingly penetrating the learning environment, but in spite of the potential for these technologies to offer interesting, efficient and effective opportunities for learning, it should be recognized that human beings continue to have the same motivational requirements in today's technology-based world that were present in the past (Keller, 1999).

Better understanding of distance learning and traditional student satisfaction and their relationship could provide valuable insights useful in improving both the quality of the experiences and the retention rates of distance learners. The benefits of distance education are huge and real. Students who cannot attend regular on-campus courses for whatever reason can now receive educations. Technology may be driving the rapid rise in popularity of distance education, but it is the well-designed instructional situation which allows the learner to interact with the technology in the construction of

knowledge. It is the effective interaction of instructor, student and delivery system that affords distance education its prominence within the educational community. Distance education can offer the opportunity for a research-based, practical, integration of technology, instruction and instructor creating a successful educational environment.

The Foreign Languages Department at the University of El Salvador offers two different modalities in the English Teaching area, distance education and face to face. In both modalities, students take the subject of Advanced Grammar. The present research is focused in the Advanced Grammar course that took place in semester II/2017

1.2 DELIMITATION OF THE PROBLEM

In order to explain, compare and identify the effectiveness of distance education, as an educational program for students in the English learning process, the research project titled: “Effectiveness of distance education in the students' motivation and satisfaction in the Advanced Grammar course of the Bachelor in English Teaching of the Foreign Languages Department at the University of El Salvador, semester II/2017.” emerges.

This project was focused in the university campus, with two groups of Advanced Grammar. One belonged to the distance education program from the Bachelor in English Teaching and the other one belongs to the face to face program from the Bachelor in English Teaching.

The overall population registered in both groups of the Advanced Grammar courses from the majors took part in the research. After the students completed the registration process in the advanced grammar subject, the complete numbers of both groups were revealed. The face to face group has 52 students registered and the distance education group has 9 students registered.

The study covered students enrolled during only 1 semester at the selected community college; therefore, findings may not be generalizable to students in other semesters due to changing enrollments. The number of students participating was very low from the distance education group and that is a limitation of the study. There is a possibility that students choosing not to complete the survey would have offered information that could have changed the outcome of the study. Using a survey is delimitation because students can self-select their participation. The research project was developed in a stipulated time of six months, time that was used to gather information and final outcomes of the students to measure the efficiency of the distance education program.

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To assess the effectiveness of the implementation of distance education modality in the Advanced Grammar course at the Foreign Languages Department based on the students' motivation and satisfaction, semester II, academic year 2017.

1.3.2 SPECIFIC OBJECTIVE

- ❖ To explain how the use of distance education can have an impact on the students' process, based on their motivation and satisfaction.
- ❖ To compare the results of the distance education modality of the students taking Advanced Grammar the face to face modality.
- ❖ To acknowledge the challenges that students face when studying in a distance education program.

1.4 RESEARCH QUESTIONS

1.4.1. RESEARCH GENERAL QUESTION

1. What is the effectiveness of the distance education modality in the motivation and satisfaction of the students taking Advanced Grammar, semester II, 2017?

1.4.2. RESEARCH SPECIFIC QUESTIONS

- How do Advanced Grammar students' perceive their overall motivation and satisfaction in the distance education modality?
- Which modality helps students to build up confidence in their teaching and learning process, distance education or face to face?
- In which modality, distance education or face to face, are students more motivated and satisfied with regards to their teaching and learning process?
- What are the challenges that Advanced Grammar students face when studying in a distance education program?

CHAPTER II

2. HISTORICAL FRAMEWORK

2.1 BACKGROUND

On January 19th, 2016, the president of El Salvador, Salvador Sánchez Cerén opened the online university program on distance education, a system of higher education that will provide, through online and distance learning, greater access for those sectors that have historically been excluded.

This initiative, promoted by the Ministry of Education (MINED) in coordination with the University of El Salvador (UES), aimed at bringing higher education to the entire national territory, through the installation of 16 sites equipped with state-of-the-art technology and excellent connectivity.

Sánchez Cerén said that the headquarters would work on weekends. They would be based on students who work or whose family commitments or other circumstances prevent them from attending the days from Monday to Friday of the traditional university,

Each headquarter would have a computer room equipped with computers, science lab, classrooms and administrative space.

Likewise, to support this modality of education, the UES was provided with a modern data center, designed under international standards and connectivity that significantly improved the facilities provided at the campuses of San Salvador, Santa Ana, San Vicente and San Miguel.

In addition, a production unit for multimedia materials would be installed and equipped to be used in the offered subjects.

Sánchez Cerén said that from there, the UES approved through agreements of the Higher University Council the adoption and adaptation of four majors from Costa Rican UNED (Universidad Nacional de Educacion a Distancia): the Bachelor in: Mathematics, Natural Sciences, English and Educational Computer.

Pedro Eliseo Peñate, coordinator of the online project, also informed that three face-to-face majors from the UES were selected to be developed under the online modality as of 2017, being these Computer Systems Engineering, Industrial Engineering and International Marketing.

Ana Maria Glower, the ex-vice – president of the University of El Salvador said that, through distance education projects, an alternative has been created in addition to technical career projects. And she thought that to achieve higher coverage at a higher education level, students do not have to move to the university, since the university would start working through a new modality called distance education, where students do not have to attend classes every day of the week, This new modality would be supported by the MINED.

After observing the interest and the progress that distance education has had in the University of El Salvador, this modality was implemented in the Foreign Languages Department in 2016 in the Bachelor in English Teaching.

Distance education might seem to be a product of modern information technology, such as computers and the Internet, however, according to K. C. Harper, K. Chen, and D. C. Yen, the modern version is a reintroduction of an older method of education in a new form, rather than a newly created one (K. C. Harper et al., 2004). The origin of distance education can be traced back to the early 1700s. Correspondence courses were established both in America and Great Britain. In the late 1800s, at the University of Chicago, the first major correspondence program in the United States was established in which the teacher and learner were at different locations. Before that time, particularly in preindustrial Europe, education was available in providing course materials, assignments, notes, tests, and feedback through the postal service. In 1962, the decision that the University of South Africa would become a distance-teaching university brought about a fundamental change in the way distance education was practiced in much of the world. Another landmark was the founding, in 1971 of the Open University of the United Kingdom, a degree giving distance-teaching university offering full degree programs, sophisticated courses, and the innovative use of media (Holmberg, 1986). The Open University brought heightened prestige to distance

education and spurred the establishment of similar institutions in industrial nations such as West Germany, Japan, and Canada, as well as in such lesser-developed nations as Sri Lanka and Pakistan.

Distance education was integrated with radio and television when these two forms of mass communication were invented at the beginning of the 20th century. Between 1980 and 1990, pre-recorded video and cassette recordings were used heavily in distance education. It was not until the 1990s when computers became less expensive and accessible to large numbers of people and the World

Wide Web technology had matured that distance education was transformed into the version with which we are familiar today (K. C. Harper et al., 2004).

Distance learning has usually been intended to serve individuals who cannot attend pursue educational goals in traditional classroom settings. In 1999-2000, over 16,539,000 enrollments in distance learning were recorded in the United States (U.S. Census Bureau, 2002). This enrollment figure includes only those courses taken for credit in higher education programs and excludes correspondence courses.

During the twelve-month 2000-2001 academic year in the United States, 56% (2,320) of all two-year and four-year Title IV-eligible, degree-granting institutions offered distance education for any level or audience. Approximately 12% of all institutions indicated that they planned to start offering distance education courses in the next three years, while 31% did not offer any distance education courses and did not plan to offer any in the next three years. There were an estimated 3,077,000 enrollments in all distance education courses offered by two-year and four-year institutions and an estimated 2,876,000 enrollments in college-level, credit-bearing distance education courses with 82% of these at the undergraduate level (Taps, 2003). The number of student enrollments and total online certificate and degree programs was expected to continue to increase as technology became further embedded in the foundations of society.

Theory of Independent Study—Charles Wedemeyer (Simonson, 2003)

For Wedemeyer, the essence of distance education was the independence of the

student. This was reflected in his preference for the term independent study for distance education at the college or university level. Wedemeyer was critical of contemporary patterns of higher education. He believed that outdated concepts of learning and teaching were being employed and that they failed to utilize modern technologies in ways that could alter the institution. Wedemeyer set forth a system with 10 characteristics emphasizing learner independence and adoption of technology as a way to implement that independence. According to Wedemeyer, the system should:

1. Be capable of operation any place where there are students—or even only one student—whether or not there are teachers at the same place at the same time
2. Place greater responsibility for learning on the student
3. Free faculty members from custodial-type duties so that more time can be given to truly educational tasks.
4. Offer students and adults wider choices (more opportunities) in courses, formats, and methodologies.
5. Use, as appropriate, all the teaching media and methods that have been proved effective.
6. Mix media and methods so that each subject or unit within a subject is taught in the best way known.
7. Cause the redesign and development of courses to fit into an “articulated media program”.
8. Preserve and enhance opportunities for adaptation to individual differences.
9. Evaluate student achievement simply, not by raising barriers concerned with the place, rate, method, or sequence of student study.
10. Permit students to start, stop, and learn at their own paces.

Wedemeyer proposed the separation of teaching from learning as a way of breaking education’s “space-time barriers.” He suggested six characteristics of independent study systems:

1. The student and teacher are separated.
2. The normal processes of teaching and learning are carried out in writing or through some other medium.

3. Teaching is individualized.
4. Learning takes place through the student's activity.
5. Learning is made convenient for the student in his or her own environment.
6. The learner takes responsibility for the pace of his or her own progress, with freedom to start and stop at any time.

CHAPTER III

3. THEORETICAL FRAMEWORK

3.1 What is Distance Education?

There are about as many names for distance education as there are definitions of distance education. First and second-generation distance education was often referred to as:

- Correspondence Courses, Extension Courses, Extended Studies
- Home Study, Continuing Education, External Studies
- Self-paced studies, Independent studies, Distance Learning

Terms used to describe third and fourth generation distance education include:

- Cyber Education, Online Education, Virtual Education
- Technology-supported Education, Hybrid Education, Distributed Learning
- E-learning, Web-based Education

Definition of Distance Education

Distance education or distance learning is a field of education that focuses on the pedagogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically “on site” to receive their education. <https://www.igi-global.com/dictionary/distance-education/7981>

There are four main components to this definition. First is the concept that distance education is institutionally based. This is what differentiates distance education from self-study. While the institution referred to in this definition could be a traditional educational school or college, increasingly there are emerging non-traditional institutions that offer education to students at a distance. Businesses, companies, and corporations are offering instruction at a distance. Many educators and trainers are advocating the accreditation of institutions that offer distance education to add credibility, improve quality, and eliminate diploma mills.

The second component of the definition of distance education is the concept of separation of the teacher and student. Most often, separation is thought of in geographic terms: teachers are in one location and students in another. The third component implied by the definition is the separation of teachers and students in time. Asynchronous distance education means that instruction is offered and students access it at separate times, or any time it is convenient to them.

Face to face Education

The term **face-to-face (FTF)** is used to stand in contrast with computer-mediated communication (CMC) **interaction** through online channels. A traditional classroom setting; whereby learners are physically present in the classroom together. Face-to-face education involves traditional classroom learning. Students who study at a face-to-face learning institute attend classes daily. <https://www.colleges.co.za/face-to-face-learning>

Finally, intellectual separation of teachers and learners is important. 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.

There has been an expanding concern over whether students are satisfied and can perform well in courses taken in an online environment. Satisfaction and motivation in distance education have always been examined in comparison with traditional education that implements instruction through face-to-face interactions. Traditional education has the advantage of immediacy behaviors (e.g., feedback, communication) that reduce social distance and alleviate information overload (Hughes, Ryan-Jones, Smith, & Wickersham, 2002).

This research examines the effectiveness of distance education based on the students' motivation and satisfaction in the Bachelor English Teaching. The findings may have implications for change and professional learning of teachers in the distance education setting.

The significance of this study emerges from the fact that it is one of the first studies,

according to the Academic Administration records, to be conducted in the field of English language teaching in distance education modality at the Foreign Language Department in the University of El Salvador.

3.2 THEORETICAL BASIS

Distance education has experienced dramatic growth both nationally and internationally since the early 1980s. It has evolved from early correspondence education using primarily print based materials into a worldwide movement using various technologies. The goals of distance education, as an alternative to traditional education, have been to offer degree granting programs, to battle illiteracy in developing countries, to provide training opportunities for economic growth, and to offer curriculum enrichment in non-traditional educational settings. A variety of technologies have been used as delivery systems to facilitate this learning at a distance. Distance education, structured learning in which the student and instructor are separated by place, and sometimes by time is currently the fastest growing form of domestic and international education.

As of 2002, it was estimated that over 2 million students were enrolled in distance learning courses. In 1999, the National Center for Educational Statistics reported a 72% increase in distance learning enrollments between the years 1995 and 1998 (Scagnoli, 2001). Klingner (2003) stated: "According to the web site on the Center for Adult Learning and Educational Credentials on Education, the number of distance learning students increased at a rate of 33% per year" (p. 1). Sorg et al. (1999) predicted a growth in the University of Central Florida student population from approximately 30,000 in 1999 to 52,000 by 2010 and anticipated that distributed/distance learning would grow at a corresponding rate.

Keller's ARCS Model of Motivation

The field of educational communications and technology has tended to focus on the factors that contribute to well-designed instruction. The assumption has been that well-designed instruction will result in a motivated learner. In reality, studies have shown that high-quality, well-designed instruction does increase learning and improve performance when students successfully complete their coursework (Keller 1983).

However, large numbers of students have also dropped out along the way and failed to meet their educational goals (Alderman and Mahler, 1973; Johnston, 1975; Gibson and Graff, 1992; Nash, 2005). Beyond the more traditional behavioral and cognitive research into *how* people learn, John Keller developed his Attention, Relevance, Confidence, Satisfaction (ARCS) theory in an attempt to better understand *why* people learn and the motivational 13 factors that increase the likelihood that they will learn (Keller, 1979, 1983, 1987). This research study will focus on two particular aspects of Keller's model — motivation and satisfaction. Keller's model suggests that well-designed instruction increases learning and performance when the learner is motivated to complete the instruction. The current study posits that when instruction is consistent with learner preferences, then instruction matches learner values. Matching instruction with learner preferences and values results in greater effort and satisfaction. Keller's model also suggests that if instruction is consistent with expectations, then instruction is experienced as a positive contingency or consequence leading to greater satisfaction and effort.

While distance and online learning cannot replace the traditional classroom, it appeals to a growing number of students for a variety of reasons including convenience, ability to work on your own, etc (Pallof & Pratt, 2007). While many students embrace the courses for their convenience, educators and others express concerns about the experiences of those students and their levels of satisfaction with the courses.

Understanding any differences in student satisfaction could greatly enhance the ability of university administrators to make informed decisions relative to distance learning program improvements. The additional focus on distance learning students' satisfaction with technology and administrative services was also anticipated to be valuable in arriving at improvements and modifications in course content and delivery methodology and as well as in improving administrative services. Gay (2000) has stated that causal comparative studies identify relationships that may lead to experimental studies. Results of this study may provide the basis or incentive to conduct further studies into the relationship of student satisfaction in distance learning and traditional classrooms.

All learning requires a degree of motivation, self-discipline, and independence on behalf of the learner, but these aspects are arguably more pertinent in the case of distance learning, where the student is largely self-directed and unsupervised, and expected to be more autonomous. Distance study is self-study, but the student is not alone. Motivation can also be a key issue. When students have less active interaction, their motivation has to come from within. Some students are not able to be self-motivated and are, therefore, less successful in their online classes (Bambara et al., 2009). Motivation comes as much from the support of other students as from within (Berge, 1996). Students want to interact, be a part of a learning community, and get to know each other in the online class much as they would in a traditional class (MacDonald & Thompson, 2005; Stodel et al., 2006). Students who have the opportunity to interact with other students are better able to make sense of what they are learning. Because learning takes place in a social context with shared understanding, students can develop critical judgment and solve problems (Berge, 1996). On the other hand, students must do more than converse; instead, they must demonstrate their knowledge by discussing the curriculum and material in an intelligent and thoughtful manner (Smith & Winking-Diaz, 2004).

To sustain the student motivation, satisfaction must be present. *Satisfaction* refers to positive feelings about what has been accomplished in the learning context. Distance learners may need frequent evidence of success as they progress through the learning process, as such evidence supports student's intrinsic feelings of satisfaction. Frequent, timely and encouraging feedback is an important satisfaction strategy. Students should be encouraged that if they work hard, they can and will be successful.

Students' satisfaction and outcomes are excellent indicators to determine the quality of programs delivered online. According to Keller (1983), students' satisfaction relate to the perceptions of being able to achieve success and feelings about the achieved outcomes.

Aman (2009) examined five factors that affect students' satisfaction:

- 1) Outcomes
- 2) Assessment

- 3) Resource materials
- 4) Student interaction, and
- 5) Technology

A clear consistency between objectives, content and assignments is also a helpful motivational strategy to build satisfaction in students. Technological advances have improved distance learning delivery, but have not necessarily addressed student motivation needs. It is indeed true that today's Internet based communication technologies are rapidly becoming a fact of life in many parts of the world and are increasingly penetrating the learning environment, but in spite of the potential for these technologies to offer interesting, efficient and effective opportunities for learning, it should be recognized that human beings continue to have the same motivational requirements in today's technology-based world that were present in the past (Keller, 1999).

Better understanding of distance learning and traditional student satisfaction and their relationship could provide valuable insights useful in improving both the quality of the experiences and the retention rates of distance learners. The benefits of distance education are huge and real. Students who cannot attend regular on-campus courses for whatever reason can now receive educations. Technology may be driving the rapid rise in popularity of distance education, but it is the well-designed instructional situation which allows the learner to interact with the technology in the construction of knowledge. It is the effective interaction of instructor, student and delivery system that affords distance education its prominence within the educational community. Distance education can offer the opportunity for a research-based, practical, integration of technology, instruction and instructor creating a successful educational environment.

Moodle Platform

Nowadays, with the use of technology and the Internet, education is undergoing significant changes, contemplating new ways of teaching and learning. One of the widely methods of teaching used to promote knowledge, consists in the use of virtual environments available in various formats, taking as example the teaching-learning

platforms, which are available online. The Internet access and use of Laptops have created the technological conditions for teachers and students can benefit from the diversity of online information, communication, collaboration and sharing with others. The integration of Internet services in the teaching practices can provide thematic, social and digital enrichment for the agents involved. On the other hand it is the name Moodle. It is an acronym for Modular Object Oriented term Developmental Learning Environment.

The tools provided by Moodle can be used to integrate any level course, provide additional work outside the class and experience cooperative learning. Today, Moodle is one of the most used platforms in courses like distance education such as the case of the group being studied.

Among the advantages of using these platforms and websites in learning environments, the following can be mentioned:

- ❖ Teaching material have more contact with the students that applied for the course, by the virtual classes created.
- ❖ It may constitute an environment where courses, topics of laboratories and seminars or necessary bibliography can be posted.
- ❖ It provides knowledge assessment and self-assessment opportunities by online testing.
- ❖ It enables good communication and socializing by means of chat or forum. Individual communication can be achieved or topics can be debated on by all members that access the platform.

Although initially designed for higher education environment (university), Moodle has quickly become useful to conduct courses fully online or support face to-face teaching and learning.

Interactive multimedia

Interactive multimedia refers to computer-mediated information that is presented concurrently in more than one medium. It consists of some, but not necessarily all, of the following elements: text; still graphic images; motion graphics;

animations; hypermedia; photographs; video; audio (i.e. sounds, music and narration). Multimedia can support multiple representations of the same piece of information in a variety of formats. This has several implications for learning (Ke, 2008).

Interactive multimedia refers to any computer-delivered electronic system that allows the user to control, combine, and manipulate different types of media, such as text, sound, video, computer graphics, and animation. Interactive multimedia integrates computer, memory storage, digital data, telephone, television, and other information technologies. With the interactive multimedia, educators unusually refer to the use of multimedia equipment to offer an effective dialogue interaction between the instructor and the students, in comparison with traditional methods of teaching which may lack such interactivity.

There are five main elements of interactive multimedia:

1. Text: in interactive multimedia can express specific information, or it can act as reinforcement for information contained in other media items.
2. Images: Digital image files appear in many multimedia applications.
3. Audio: Audio files appear as part of application content and also to aid interaction. When they appear within Web applications and sites, audio files sometimes need to be deployed using plug- in media players.
4. Video: Digital video appears in many multimedia applications, particularly on the Web. As with audio, websites can stream digital video to increase the speed and availability of playback.
5. Animation: can also include interactive effects, allowing users to engage with the animation action using their mouse and keyboard. The most common tool for creating animations on the Web is Adobe Flash, which also facilitates desktop applications. Using Flash, developers can author FLV files.

Enthusiasm is considered an important characteristic of effective teachers.

An enthusiastic teacher can make a tremendous difference in student motivation and engagement in regards to learning. This enthusiasm gives to the students a chance to think about the importance of teacher enthusiasm, as well as how to cultivate an enthusiastic attitude about teaching.

An enthusiastic teacher has energy that is contagious. Students see that their teacher, who they typically care about and want to please, finding subject matter exciting and engaging. This then causes their own motivation and satisfaction for learning, or their desire to learn and excitement about achievements.

A skillful teacher is considered to be:

1. An engaging personality and teaching style. A great teacher is very engaging and holds the attention ever.
2. Effective discipline skills.
3. Good communication with students.
4. Knowledge of subject matter.
5. Passion for students and teaching.
6. Animation in voice.
7. Humor
8. Clear objectives for lessons.
9. Good classroom management skills.

Over the past several years, there has been a growing debate about the effectiveness of assigning homework to students. Most adults and children are quite familiar with homework, and teachers and parents have historically viewed homework assignments as supportive of student learning.

There are some positive potential aspects for assignments:

- It creates opportunities for students to interact with their classmates
- It can promote student independence and self-discipline.
- It can provide a connection between what is learned in school and the outside world.
- It can provide opportunities for teachers to be engaged with their students learning progress.
- It can reinforce skills and concepts taught in class.

The opportunity that students have to express their ideas in class regarding what they expect to learn is very important for teachers since they are aware what the students' expectations are in the modalities as well, the teachers can be prepared for any situations that could happen with the students for example, misunderstanding in the topics, feedback, assignments and so on. All related with the subject.

The selection of appropriate assessment methods in a course is influenced by many factors: the intended learning outcomes, the discipline and related professional standards, the context of the course and its relationship to other courses, the level of study, the characteristics of the students, the available resources, the delivery mode of the course, and so on.

The integration of technologies into assessment can provide opportunities to enhance student experiences and diversify the range of options available for students to learn and demonstrate their learning. Equally, technologies enable staff to reconsider learning and teaching approaches, introduce innovative assessment methods and improve the effectiveness and efficiency of assessment.

Teachers who develop useful assessments, provide corrective instruction, and give students second chances to demonstrate success can improve their instruction and help students learn.

There are several good reasons to consider offering a variety of assessment methods, beyond the typical quiz/test/exam:

- ✓ Students need to understand concepts deeply, as opposed to memorize information and reproduce it on an exam, so they can handle advanced course work and later work effectively in their chosen field.
- ✓ Students need to be able to apply knowledge in authentic learning and assessment activities to develop the skills necessary for work in their chosen field.
- ✓ Students have diverse abilities, backgrounds, interests, and learning styles, so assessment variety puts all students on a level playing field in terms of demonstrating what they know and can do.

CHAPTER IV

METHODOLOGY

4. RESEARCH DESIGN

Qualitative and Quantitative Non – Experimental (Mix-Method)

The research design that was applied in this study was non-experimental research since non- experimental research is closer to the real variables; consequently, there is a higher level of validity than in experimental research. In non-experimental research the independent variables have already occurred and cannot be manipulated. The researchers had no direct control over these variables; the research could not influence them because they already happened, the same as its effects. Moreover, in a non-experimental study there was not any situation created deliberately but there were real situations, situations that already exist and required to be observed only; it means that these situations were not intentionally provoked or created by the researcher. This was why non-experimental research was considered to be the appropriate design to be applied for this study.

4.1 TYPE OF RESEARCH

There are two major perspectives to research design: quantitative and qualitative. The quantitative perspective emphasizes studies that can be expressed numerically, are experimental in nature, and are measurable (Glatthorn, 2005). Studies primarily quantitative in nature can be carried out in various approaches or types: experimental, quasi-experimental, causal-comparative, correlational, descriptive, and evaluation research (2005). Qualitative research may also be conducted in many ways. Miles and Huberman (1994) described some of the features of qualitative research: contact with the field of study for a prolonged time, the researcher is the main measurement device, most analysis is done with words, and multiple interpretations may be possible. Some approaches to data analysis in the qualitative design include interpretive, social anthropology, and collaborative social research (1994).

Qualitative methods were used to obtain rich descriptive data to facilitate the

exploration of the phenomena. Based on interpretative philosophy, the data was analyzed in the form of explanation and interpretation of the participants' perceptions of distance education the quantitative method found a significant correlation in students' motivation and satisfaction level and self-efficacy.

CHAPTER V

5. UNIVERSE OF THE STUDY

5.1. POPULATION

Two groups from Advanced Grammar is taken to do this research project during semester II, 2017.

5.2. SAMPLING

To do this research two groups were chosen. One group from distance education and the other one from face to face. The first one with a schedule from 8:00 to 10:00 am, and the second one from 10:00 to 12:00 pm, both had different schedules: distance education just met each fifteen days on Sundays and face to face from Monday to Thursday.

5.3. SAMPLE

Two groups of Advanced Grammar were taken as the sample: one from distance education and one group from face to face modality; group two from the face to face modality was selected by convenience to do this research. 9 students from distance education (total population) and 26 (total population) students from face to face participated as the sample.

CHAPTER VI

6. RESEARCH INSTRUMENT

Careful consideration might be taken when designing a study (Glatthorn, 2005). Yin (2009) explained that every piece of empirical research has a research design. One important part of a research study is the way in which the information was gathered.

It is known that there are a lot of ways; techniques and instruments to carry on an investigation. In this non-experimental research, the techniques used were: a survey to show which of the two groups was the most satisfied and motivated if the one in face to face modality or the one in distance education. In this research project, the researchers selected both distance education and face to face modality population and will administered a standardized survey to them. Therefore, the survey was used to provide statistical evidence of the motivation and satisfaction that students had at the end of the Advanced Grammar course. The statements were related to motivation and satisfaction and adapted according to the two modalities; taking in to account the objective of the research that was to assess the effectiveness of the implementation of distance education modality in the Advanced Grammar course.

CHAPTER VII

7.GATHERING PROCESS

7.1. ANALYSIS OF THE DATA

The data gathering process took place during semester II-2017. After the sample was selected and the permission from the teachers of the two groups was received, the data collection process started. First the method to be used was the mixed method qualitative and quantitative were selected based on the specific information needed. It was decided that, the survey, was the technique used, and that the objective of using this techniques was to come up with the appropriate instruments to get the information needed for triangulating the results obtained, in order to have more reliable and valid information at the end of the research. The instrument designed and used to get the information was a questionnaire for the students in both groups distance education and face to face modality. This with the purpose of collecting the information to be analyzed and triangulated taking into account the perspective of the parts involved in the research (students, and researchers).

First, on November 21st 2017, the survey was administered to students from face to face group. In which 26 students (Teaching Option) provided the researchers the information requested in each item. Information that was used to triangulate and analyze the students' motivation and satisfaction in Advanced Grammar, among other factors taken into account, about satisfaction motivation in the students.

Then, on November 26th 2017, the survey was administered to students from distance education. In which 8 students from a total of 9 participated and provided the researchers the information required in each item. Information that was used to triangulate and analyze the students' motivation and satisfaction in Advanced Grammar, among other factors taken into account regarding motivation and satisfaction in the students.

DATA GATHERING PROCESS

7.2. DATA ANALYSIS

7.2.1 ANALYSIS OF SURVEYS

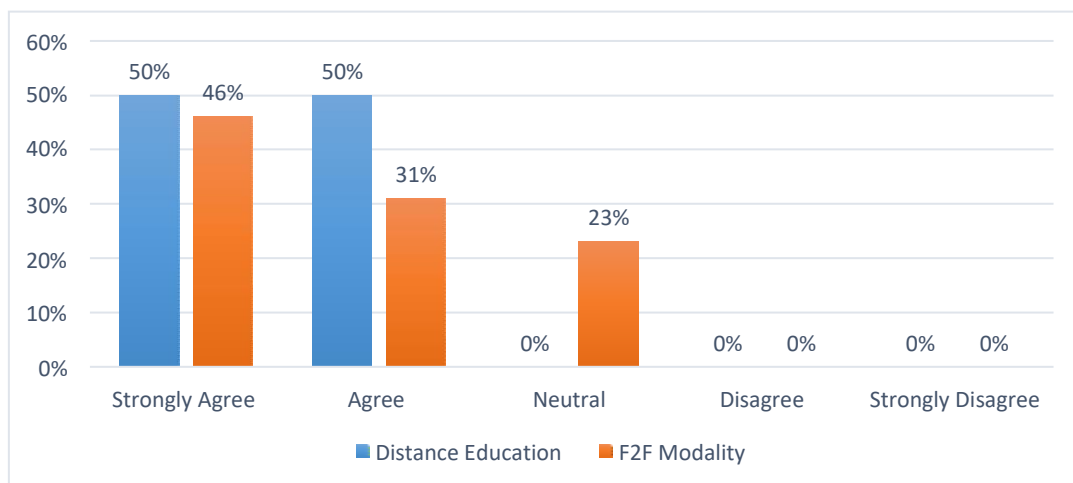
A detailed analysis of the most representative graphs with information gotten from the survey administered to the students of both groups, distance education and Face to Face modality, is presented in this part of the project.

Student satisfaction with his or her first online course is critical to successful matriculation through an entire online program (Conrad 2002).

SATISFACTION

1- Overall, I am satisfied with being able to take this course in this modality

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	4	0	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	50%	50%	0%	0%	0%	100%
<i>Frequency</i>	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Total
		12	8	6	0	0	26
<i>Percentages</i>	<i>F2F Modality</i>	46%	31%	23%	0%	0%	100%



Analysis:

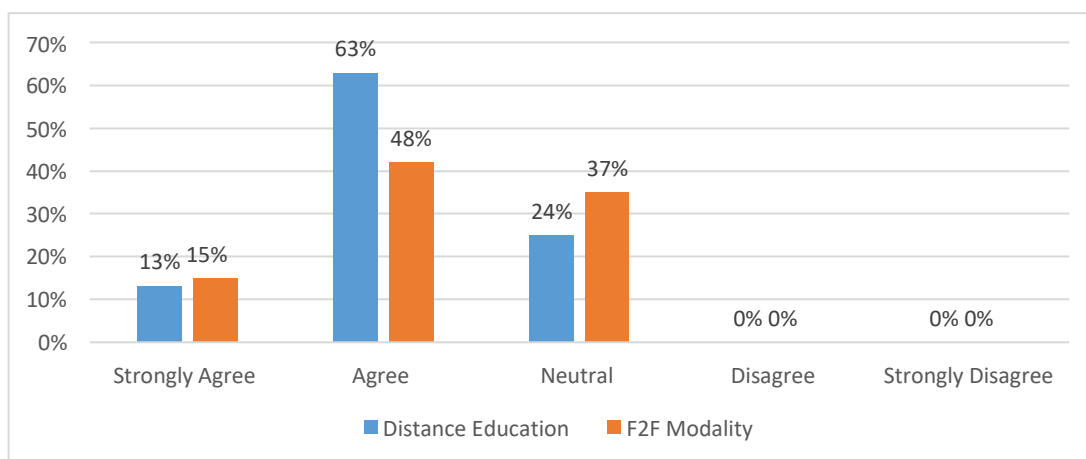
Students' satisfaction and outcomes are excellent indicators to determine the quality of programs delivered online. It could be observed that in the case of distance education, 100% (50% strongly agree and 50% agree) of the students were satisfied with the course. It could be assumed that students got informed about the advantages and disadvantages that this modality had and about the challenges they would have to cope with if they decided to study in this modality.

On the other hand, the students from the face to face modality were less satisfied, only 76% (strongly agree 46% and agree 31%) of them were satisfied and 23% of the students answered that they were neither satisfied nor unsatisfied in being able to study in this modality.

As a conclusion, in both modalities: distance and face to face, the results vary a little; but in general, it can be said that students from both modalities were satisfied in being able to have the opportunity to study in either of the modalities.

Q.2. Enrollment and registration procedures meet my needs.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	5	2	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	13%	63%	24%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		6	11	9	0	0	26
<i>Percentages</i>	<i>F2F Modality</i>	15%	48%	37%	0%	0%	100%



Analysis:

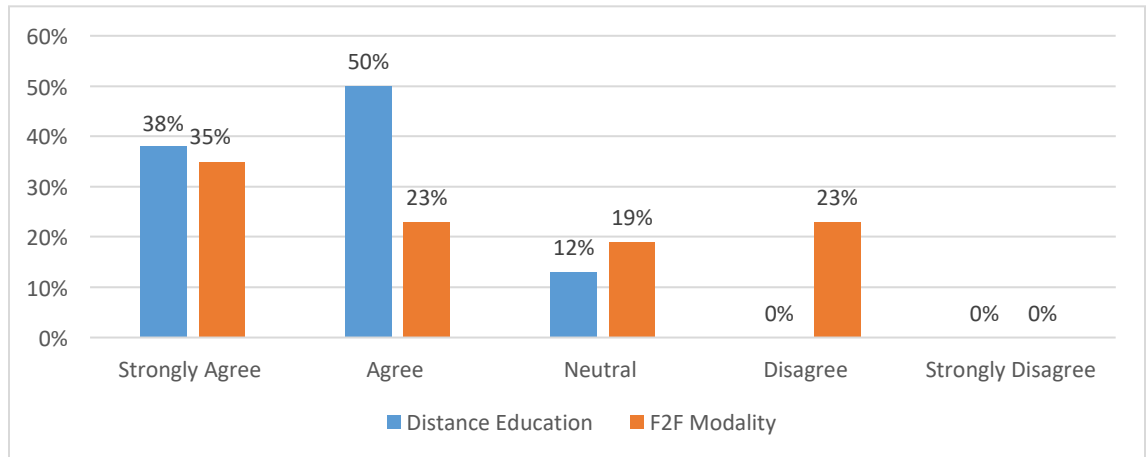
Enrollment and registration processes are factors that influence the degree of satisfaction a student may have when evaluating a program. The results obtained in this question indicate that most of the students from the distance education modality are satisfied with the enrollment and registration procedures that this modality offers since 76% (13% strongly agree and 63% agree) answered that they either agree or strongly agree with these processes. Meanwhile, 24% of the students answered that they are neither satisfied nor dissatisfied with these processes. This could be because they had some troubles at the moment of the enrollment or registration process; or they were not sure what scale to mark.

Then again, the students from the face to face modality are less satisfied with the enrollment and registration procedures, 63% (15% strongly agree and 48% agree) of them are satisfied with these processes. In the meantime, 37% of the students decided to keep their responses; in some cases, the students prefer not to say anything about the difficulties that they might have had with these processes.

In the end, in both modalities the majority of the students were satisfied with the enrollment and registration processes.

3. I have no problem accessing the course web site or Moodle platform.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	4	1	0	0	8
<i>Percentages</i>	Distance Education	38%	50%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		9	6	5	6	0	26
<i>Percentages</i>	F2F Modality	35%	23%	19%	23%	0%	100%



Analysis:

Nowadays, The Internet has created the technological conditions for teachers and students to benefit from the diversity of online information, communication, collaboration and sharing with others. The integration of Internet services in teaching can provide more opportunities for students to be in touch with the language that they are learning. In many cases, teachers made use of (free) platforms that were available for pedagogical purposes. Today, Moodle is one of the most used in courses like distance education.

Moodle has quickly become used to conduct courses fully online or support face to-face teaching and learning. The following percentages showed that accessing to websites or (Moodle) platforms were not a problem to students studying in the distance education modality because 88% (38% strongly agree and 50% agree) replied that they agree in having no problems when they access to websites or the Moodle platform. Though, there was a 12% of the students who did not provide a clear answer. It is important to mention that no one seems to have problems in accessing these technological services.

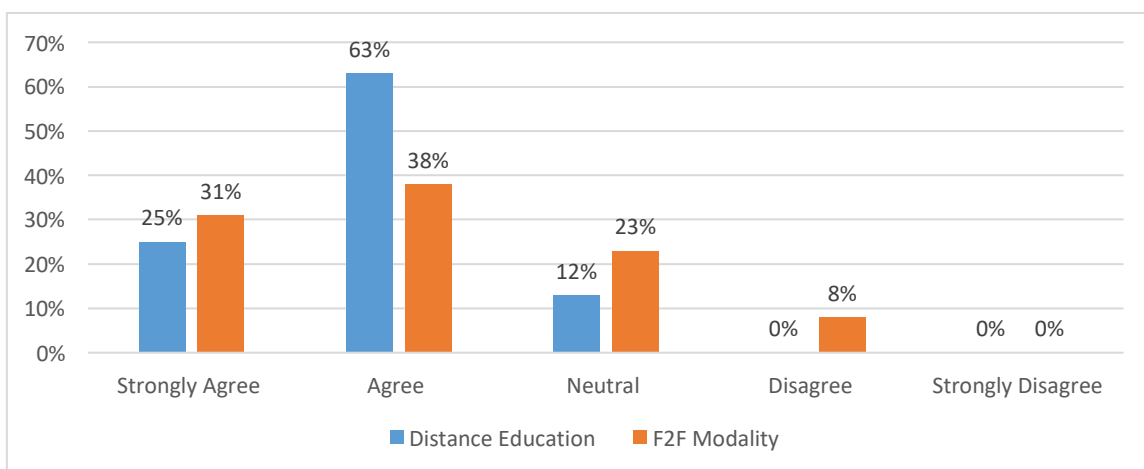
On the other hand, the results obtained from the face to face modality vary considerably; for example, 58% (35% strongly agree and 23%) mentioned not to have had problems in accessing to websites and the Moodle platform. This difference could be because face to face students access to websites or use a platform less than distance education students. Meanwhile, 23% said that they have problems to access to the

websites or the Moodle platform. It can be inferred that some students did not have access to internet in their house and they needed go to a cyber café to have access to these services.

Finally, in both modalities distance education and face to face, the access to websites and (Moodle) platforms was not a big problem; students attending the face to face modality seem to have more problems with the access to these services.

4. The use of interactive multimedia is helpful to understand the contents.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	5	1	0	0	8
<i>Percentages</i>	Distance Education	25%	63%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		8	10	6	2	0	26
<i>Percentages</i>	F2F Modality	31%	38%	23%	8%	0%	100%



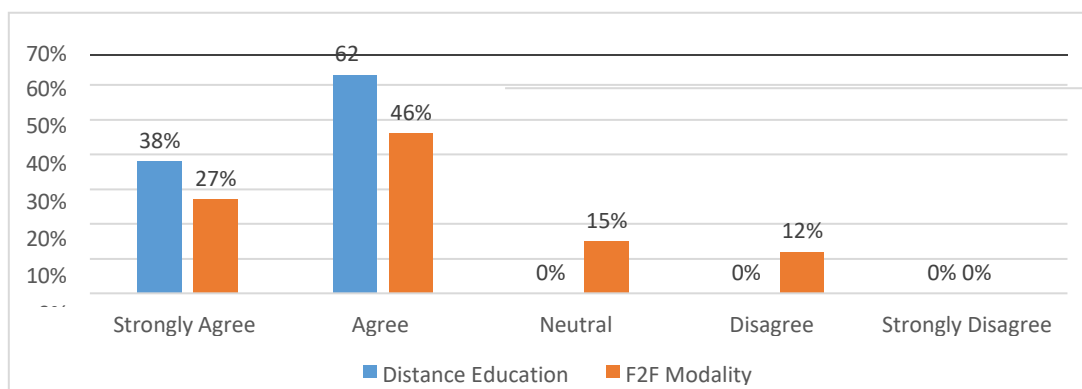
Analysis:

The use of interactive multimedia in distance education is vital. Almost all the students, 88% (25% strongly agree and 63% agree) that the use of multimedia was helpful to understand the contents of the course. Only 12% marked neutral, this could be because they did not know what interactive multimedia means.

The use of interactive multimedia was also important in the face to face modality because with the introduction of the Internet, and several new inventions and technologies especially in the communication and computer systems' field, there is a need to enhance teaching and educational methods through the utilization of those technologies which may improve the abilities of instructors to present information in an interactive and media enhanced formats relative to traditional methods. It was not a surprise to find out that only 68% (31 strongly agree and 38% agree) consider the use of interactive multimedia to be important to understand the contents being taught, 23% of them did not provide a clear opinion. There is also an 8% of the students who believed that the use of interactive multimedia did not help to understand the contents, this could be because interactive multimedia was not being used in the classroom to reinforce the contents.

5. There are adequate opportunities to have meaningful dialogues interactions with the instructor and students of this modality, either through chat, e-mail or face to face.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	5	0	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	38%	62%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		7	12	4	3	0	26
<i>Percentages</i>	<i>F2F Modality</i>	27%	46%	15%	12%	0%	100%



Analysis:

Interaction is a situation where two or more people or things communicate with each other or react to each other. The amount of student interaction is seen as likely to improve face to face and distance-learners' educational experience (Andrusyszyn, Iwasiw, & Goldenberg, 1999; Wright, Marsh, & Miller, 2000). Therefore, it was important for instructors to develop means of creating dialogue with the students in the face to face and distance education modalities.

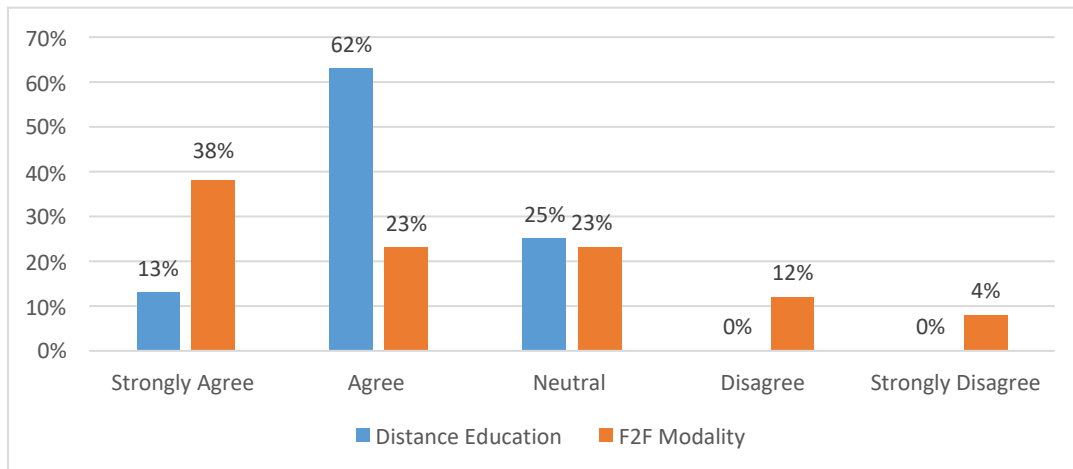
In distance education, the interaction opportunities to have meaningful dialogues with the instructor –student, student – student, by e – mail or face to face seemed to be adequate because all of the students (38% strongly agree and 62% agree) marked that they were satisfied with the interaction opportunities that they were provided. It is necessary to highlight that students from this modality met only once a week, it can be inferred that most of the interaction was carried out virtually.

In the case of students from the face to face modality, the opportunities for interaction between teacher and students, students – students, by e – mail and chat is not as adequate as the ones provided by the distance modality since only 73% (27% strongly agree and 46% agree). 15% of them did not provide a clear answer; while a 12% consider that the opportunities to interact with teachers and classmates were not the best ones.

To conclude this analysis, it seems that distance education students were more satisfied with the opportunities provided to interact with the teacher and their classmates than the students studying in the face to face modality.

6. The teacher is enthusiastic in teaching the subject and his/her teaching skills make me feel satisfied in this modality.

<i>Frequency</i>	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		1	5	2	0	0	8
<i>Percentages</i>	Distance Education	13%	62%	25%	0%	0%	100%
<i>Frequency</i>	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		10	6	6	3	2	26
<i>Percentages</i>	F2F Modality	38%	23%	23%	12%	4%	100%



Analysis:

By being an enthusiastic teacher students are more engaged, more willing to contribute in class discussions.

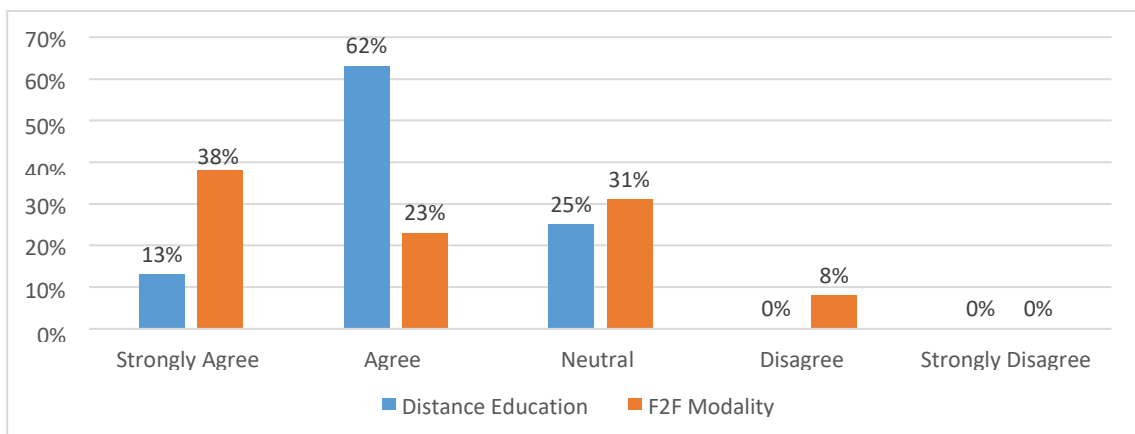
In distance education, the teacher’s enthusiasm had a big importance. According to the research the results were the following 75% (13% strongly agree and 62% agree) of the students were satisfied with the teacher’s enthusiasm and the way the teacher taught the Advanced Grammar course and the teaching skills he or she used in each class. The last 25% of the students were neutral in their responses because the teacher’s enthusiasm was not enough for them be completely satisfied as they expected to be with the teaching skills he or she used in class during the course.

Not only in distance education is the teacher’s enthusiasm essential or important, but also in face to face modality because when the teacher was active and creative in every single class the students were more confident in themselves, participate in class and were more responsible in their learning process. To support the students’ responses, the percentages were the following: 61% (38% strongly agree and 23% agree) of the students were aware of how important the teacher’s enthusiasm is in class and with the teaching skills he or she applies in each topic. Then, 23% of the students marked neutral. It could be that students are not sure with the way how the teacher taught the course or they saw the lack of enthusiasm. Another possibility why students marked neutral might be that to them no matter how the teacher gave the class. And the last 16% (12% disagree

and 4% strongly disagree) of the students were not in agreement with the teacher's enthusiasm; there could be for many reasons, for example, the teacher was not clear and the topics or the classes were not interesting and did not have a positive effect on them.

7. The assignments in this modality control my learning and help me to improve more.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	5	2	0	0	8
<i>Percentages</i>	Distance Education	13%	62%	25%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		10	6	8	2	0	26
<i>Percentages</i>	F2F Modality	38%	23%	31%	8%	0%	100%



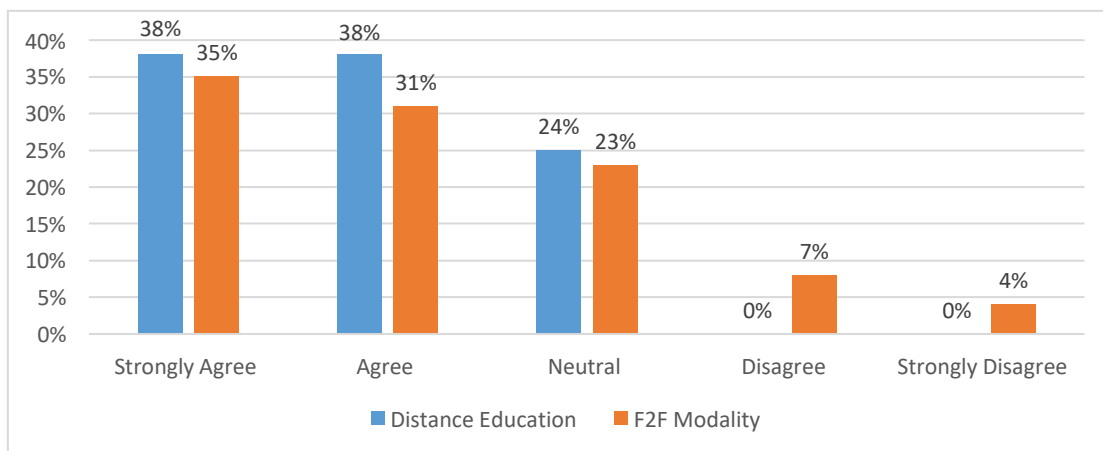
Analysis

Assignments are tools assigned by the teacher to students to evaluate their knowledge and progress. In this research the researchers got the following percentages 75% (13% strongly agree and 62% agree) of the students from distance education were satisfied with the assignments during the course since those helped them to get a better control in their learning and improve more. And the last 25% of the students marked neutral it could be that assignments did not control their learning or improvement or they control their learning through exams or formal evaluations.

In the case of face to face modality the assignments were important as in the distance education modality since in both modalities the teachers provided assignments so students and teachers could control the achievements in the instructional process. The percentages are the following: 61% (38% strongly agree and 23% agree) of the students were satisfied with the assignments during the course because they could control their learning and they helped them to improve, 31% of them were neutral; it could be that the students as in distance education the assignments did not control their learning or improvement. The last 8% marked that they disagree. Here the students were not satisfied with the assignments it could be that for those students assignments did not help as much as exams or evaluations because the percentages vary between them.

8. I am granted with the opportunity to express my ideas regarding what I expect to learn in this modality.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	3	2	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	38%	38%	24%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		9	8	6	2	1	26
<i>Percentages</i>	<i>F2F Modality</i>	35%	31%	23%	7%	4%	100%



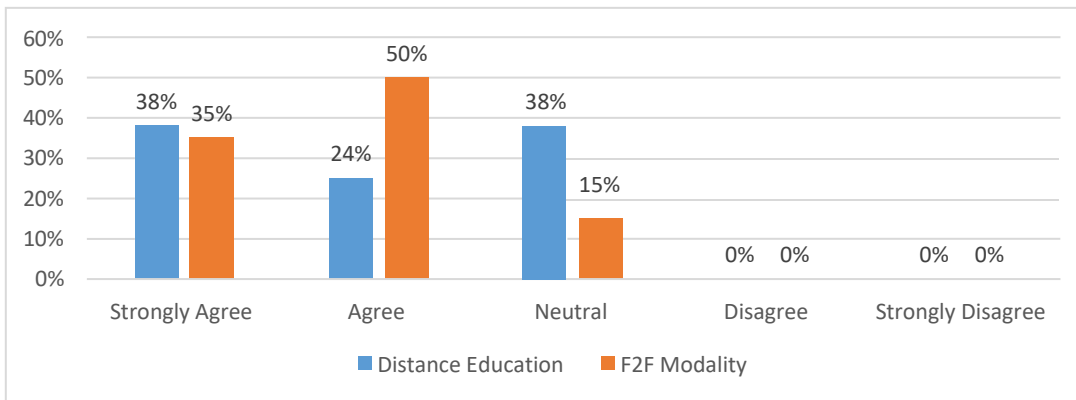
Analysis:

It is very interesting and important when teachers at the beginning of any course asked the students about the expectations they had about the course. But in the case of distance education the students' expectations were reflected in the following results 76% (38% strongly agree and 38% agree; almost the majority of the students were satisfied with their learning expectations in that modality regarding the opportunities they had to express their ideas, but 24% of them were neutral. Here the students who were neutral tried to avoid a specific response about the statement; it could also be that they did not have many opportunities to express their ideas about their learning or they just decided to keep a specific response.

On the other hand, in the face to face modality the results were almost the same: 66% (35% strongly agree and 31% agree) of the students from that modality were satisfied with the opportunities they had to express their ideas about their learning expectations. The other percentage was 23% in neutral. Here the students avoided a specific response like in distance education, it could be that they were not sure what to respond or they really did not care about answering the statement.

9. I find it important to be provided with the course assessment methods at the beginning of the course.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>3</i>	<i>2</i>	<i>3</i>	<i>0</i>	<i>0</i>	
<i>Percentages</i>	<i>Distance Education</i>	<i>38%</i>	<i>24%</i>	<i>38%</i>	<i>0%</i>	<i>0%</i>	<i>100%</i>
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>9</i>	<i>13</i>	<i>4</i>	<i>0</i>	<i>0</i>	<i>26</i>
<i>Percentages</i>	<i>F2F Modality</i>	<i>35%</i>	<i>50%</i>	<i>15%</i>	<i>0%</i>	<i>0%</i>	<i>100%</i>



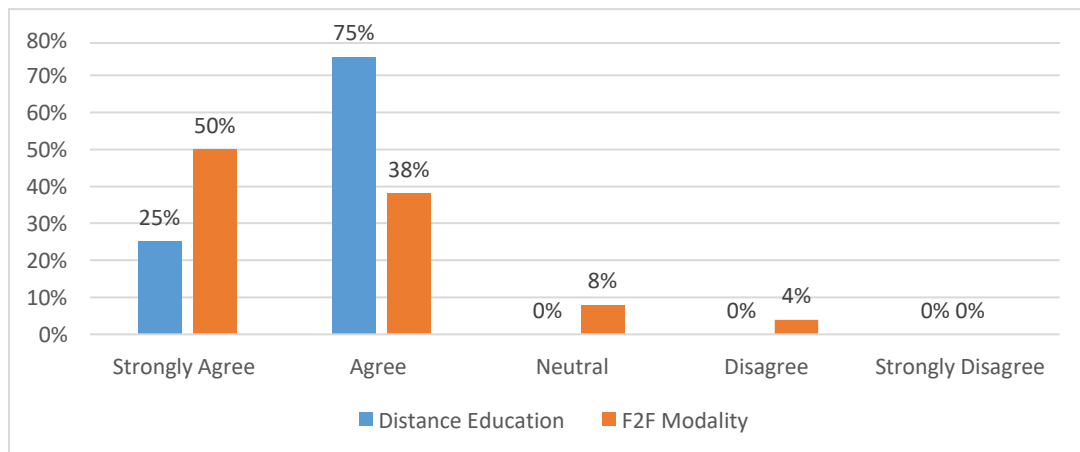
Analysis:

Assessment methods are techniques that teachers usually use in the teaching and learning process. Furthermore, it is an important tool because it allows students to know about their achievements in the course. In distance education the assessment methods were very important for students to be given at the beginning of the course since the results were the following: 62% (38% strongly agree and 24% agree). It means that the assessment methods were vital for the majority of them. For these students it could be said that assessment methods were important to be given at the beginning of the course since by letting students become aware of how they would be evaluated they could try to do their best to improve their grades. And the last 38% of them were neutral.

Furthermore, in the face to face modality, the assessment methods were more important than in distance education since the results were the following: 85% (35% strongly agree and 50% agree) said that assessment methods were important since they were aware from the beginning of the course of these methods. And the last 15% of them were neutral about the importance of assessment methods given at the beginning of the course. It might be that they did not provide an answer because they did not know exactly what assessment methods are.

10. I find it interesting and important to be provided with resources and material about the subject during the course.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	6	0	0	0	8
<i>Percentages</i>	Distance Education	25%	75%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		13	10	2	1	0	26
<i>Percentages</i>	F2F Modality	50%	38%	8%	4%	0%	100%



Analysis:

Resources and material support students in their learning process and increases their success. In distance education all the students agreed that the material and resources provided by the teacher were interesting and important since 100 % (25% strongly agree and 75% agree) of them answered that they were pleased with the resources and materials provided in the course. On the other hand, in the face to face modality the majority of the students agreed with the statement: 88% (50% strongly agree and 38% agree) of the students felt comfortable with resources and materials provided by the teacher; but the researchers found that 8% of the students answered neutral.

Therefore, they did not have a clear answer of how they felt. Finally, 4% of the students showed disagreement with this statement.

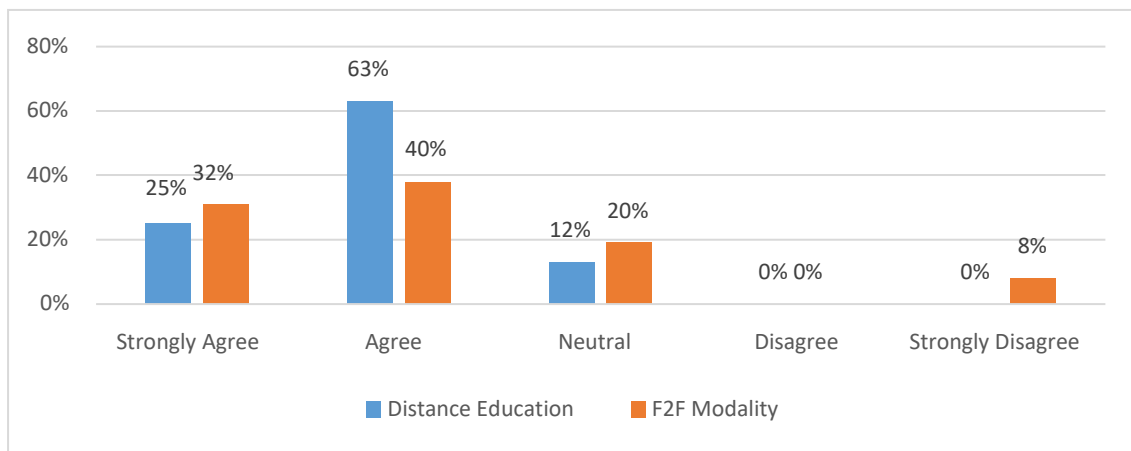
During the data gathering process, students could select neutral or disagree for the following reasons:

- ✓ Little material was provided in the whole course.
- ✓ The students had little access to get the materials provided by the teacher or even by the Moodle platform and they did not consider the materials so important.

As a conclusion, the resources and materials provided by teachers or instructors were very important to the majority of the students in both modalities but it seems that students from the distance education modality were more satisfied with this factor.

11. I am encouraged by the instructor to become actively involved in the discussion activities.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	5	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	25%	63%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		9	10	5	0	2	26
<i>Percentages</i>	<i>F2F Modality</i>	32%	40%	20%	0%	8%	100%



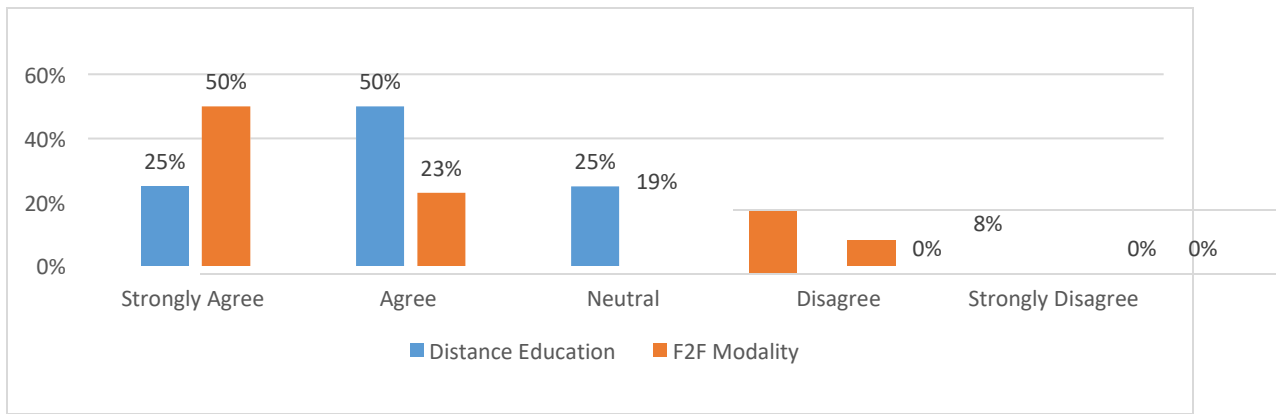
Analysis:

When the instructors encourage students to be more active in discussion activities in class, they are helping them to improve more and to be more efficient in the learning process. In distance education the majority of the students agreed that they are encouraged by the instructor. 88 % (25% strongly agree and 63% agree) of them were satisfied. Nevertheless, the last 12% of the students marked neutral as a response of being actively involved in activities which means that it is possible that they felt poorly encouraged by the instructor to participate in discussion activities or they did not have a clear perception of that. At the same time, in the face to face modality, the majority of the students agreed with being encouraged by the teacher since 72% (32% strongly agree and 40% disagree) of them felt satisfied and encouraged to be involved the interactive activities. But few students marked neutral, the percentage was 20%, this shows that students were not aware when teachers encourage them to participate or they decided not to do it because they might have an introvert personality. Unlike distance education; in the face to face modality, it was found that 8% strongly disagree, they felt that they are not being encourage to participate in discussion activities carried out in the classroom. This last percentage of students could strongly disagree for the following reasons:

- ✓ The students did not feel comfortable to participate in discussion activities
- ✓ Students did not have the required level to participate in discussions activities.
- ✓ Students were not interested in participate.

12. The instructor provides me feedback on my work through comments or in person.

<i>Frequency</i>	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		2	4	2	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	25%	50%	25%	0%	0%	100%
<i>Frequency</i>	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
		13	6	5	2	0	26
<i>Percentages</i>	<i>F2F Modality</i>	50%	23%	19%	8%	0%	100%



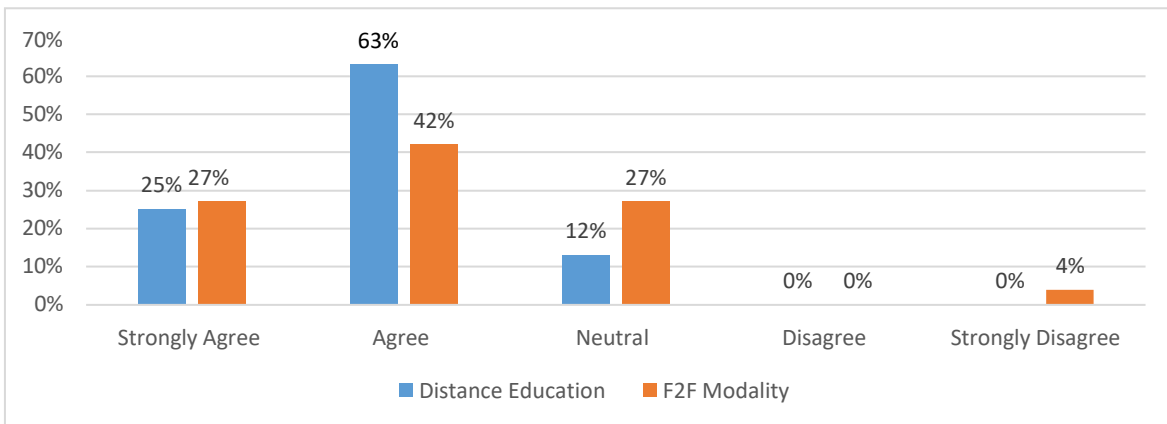
Analysis:

When the instructors provide feedback to the students through comments in person or by appointment they were ensuring students’ improvement and encouraging them at the same time to understand the topics and do their best in the activities. In the distance education modality, the majority of the students agreed with the feedback obtained from the instructor. To support that, the results were the following: 75% (25% strongly agree and 50% agree) replied that they were satisfied with the feedback provided by the teacher. The last 25% marked neutral which means that it was possible that this percentage of the students did not have a clear meaning about feedback through comments or in person.

In the results of the face to face modality, the majority of the students agreed with the feedback and comments given by the teacher because 73% (50% strongly agree and 23% agree) replied to be satisfied. But 19% marked neutral. In this percentage of students, it could be that they did not want to mark a specific response because they did not feel sure to respond. The last 8% of the students replied to be dissatisfied because they did not receive any feedback on their work through comments or in person or they were not satisfied with the way that the instruction provides feedback to them.

13. The instructor`s availability is very important for me during office hours or by appointment.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	5	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	25%	63%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		7	11	7	0	1	26
<i>Percentages</i>	<i>F2F Modality</i>	27%	42%	27%	0%	4%	100%



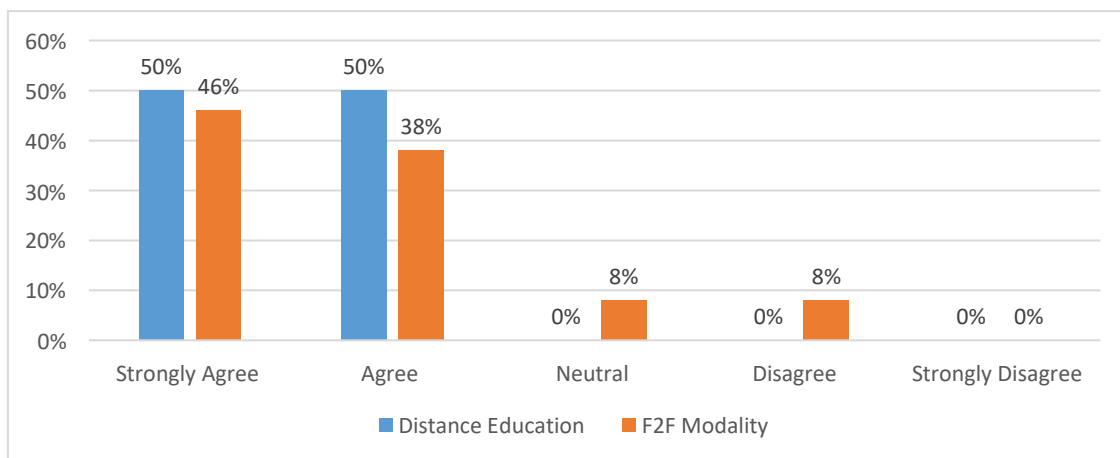
Analysis:

The instructors' availability in off-campus hours is really important in the learning process because in that way the students can clear the doubts about any topic or evaluated activities. In the case of distance education, 88% (25% strongly agree and 63% agree) of the students were satisfied because they were assisted by the instructor to clear out their questions or fulfilled their needed even if the instructor was or not in classes. The rest of the students, 12% marked neutral. It could be possible that they marked that category because they were not interested in seeking support from the instructor outside of class hours or through an appointment. The face-to-face modality had a certain similarity where the majority of the students agreed that teacher's availability during hour classes or by appointment was very important since 67% (25% strongly agree and 42% agree) of them were satisfied.

The last 27% of the students marked neutral, it could be that they were not interested in receiving extra help outside the classroom. There were some students who preferred to ask their classmates or to clear out their doubts by doing research. The only difference in both modalities was that in the face to face modality there was a small percentage of students unsatisfied, 4% of the students did not consider important to received help from the teacher or there was also the possibility that teachers did not provide help during their office hours or by appointment.

14. The instructor`s knowledge about the subject encourage me to learn quickly.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	4	0	0	0	8
<i>Percentages</i>	Distance Education	50%	50%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		12	10	2	2	0	26
<i>Percentages</i>	F2F Modality	46%	38%	8%	8%	0%	100%



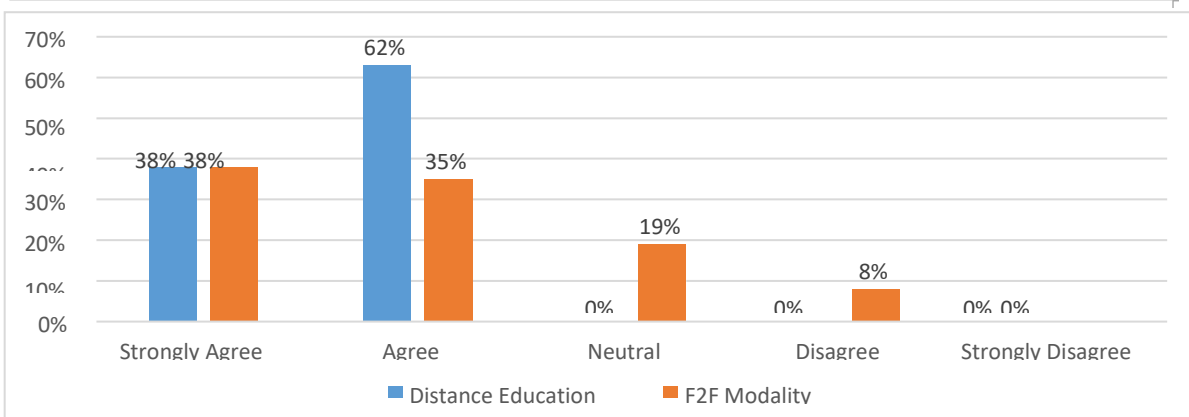
Analysis:

The instructor’s knowledge about any topic plays an important role in the learning process. One of the main reasons is that this encourages students in their learning process. In the distance education modality, 100% (50% strongly agree and 50% agree) of the students agreed with the instructor’

knowledge encourages them to improve in their learning process and to learn quickly as they expected at the beginning of the course, so they were satisfied with. On the other hand, in the face to face modality, 84% (46% strongly agree and 38% agree) of the students agreed that the instructor's knowledge encouraged them to improve. As well, 8% of replied neutral and the last 8% answered that the instructor knowledge did not encourage them to learn quickly which could indicate that the instructor was not clear enough to encourage students or they did not understand the topics at all because the teacher did not explain well or was confused with the topic or might be the instructor did not follow a sequence of the topics.

15. In this modality, I am able to interact with the instructor and the whole class.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	8	0	0	0	8
<i>Percentages</i>	Distance Education	38%	62%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		10	9	5	2	0	26
<i>Percentages</i>	F2F Modality	38%	35%	19%	8%	0%	100%



Analysis:

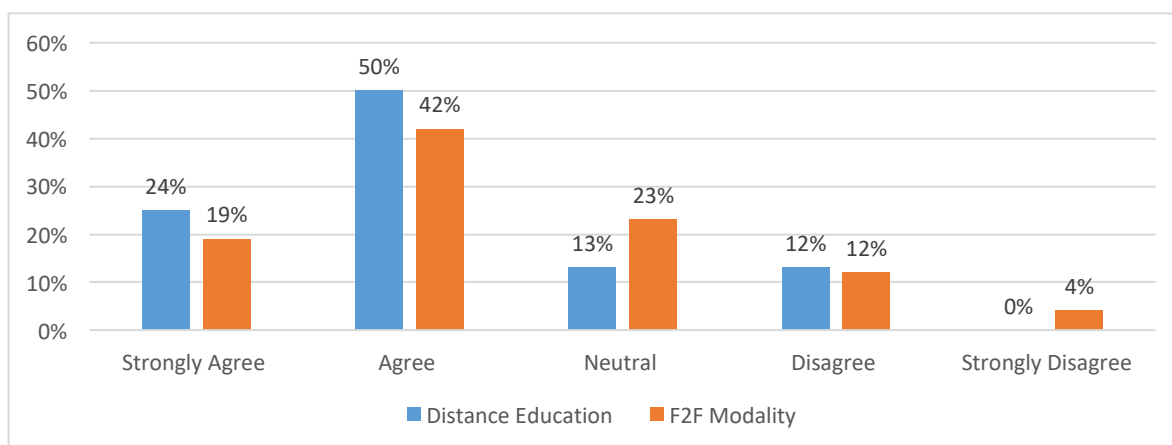
The interaction between teacher - student and student – student is pretty important in the learning process because in that way students have the opportunity to improve their linguistic competences as well to receive feedback from the teacher. To support this, in distance education, the results were the following: 100% (38 strongly

agree and 62 agree) of the students were satisfied with the interaction received by the instructor and it means that as a group, they were provided with enough opportunities to practice the language.

In the case of the face to face modality the results varied, 73% (38% strongly agree and 35% agree) of the students were satisfied with the interaction and communication between the teacher and the students too. Meanwhile a 19% of the students marked neutral it means that this percent of students did not interact with anybody because they only had their favorite group or simply they were not sociable. On the other hand, the last 8% of the students were in disagreement, it could be that they were not provided with opportunities to interact with their classmates or they did not like to interact with the rest of the class because they were shy; or when they interact is because they are obliged to do it.

16. The instructor informs me about my progress periodically.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	4	1	1	0	8
<i>Percentages</i>	<i>Distance Education</i>	24%	50%	13%	13%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		5	11	6	3	1	26
<i>Percentages</i>	<i>F2F Modality</i>	19%	42%	23%	12%	4%	100%



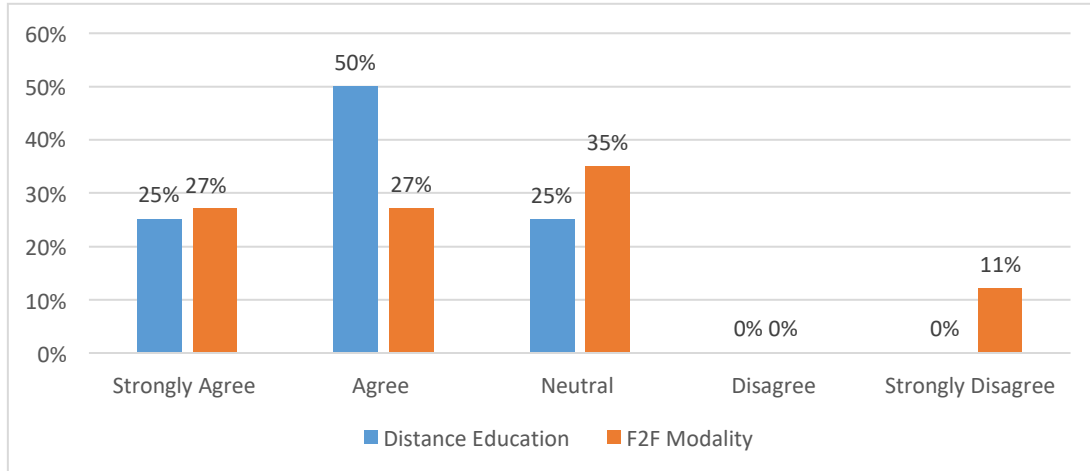
Analysis:

When students are periodically informed about their progress during the course they are aware of what they are doing well and wrong and what they need to improve. In the case of distance education, students were satisfied with the information received by the instructor about their progress since 74% (24% Strongly agree and 50% agree) of them showed their satisfaction in their responses, but 13% of the students marked neutral, it could mean that those students were not interested in providing their opinions about their progress, or they were not informed about their progress, or they did not check the Moodle platform to see their grades in each evaluation and the feedback provided by instructor. The last 12% of the students were unsatisfied with the information about their progress. It could be that they were not informed periodically about their progress.

However, in the face to face modality, the results were the following: 61% (19% strongly agree and 42% agree) of the students were satisfied because they were periodically informed about their progress. But 23% marked neutral it could mean that those students were not sure to share their opinion about their progress. The last 16% (12% disagree and 4% strongly disagree) of the students were really unsatisfied with being periodically informed about their progress. It could be that the instructor did not upload the grades on time or just at the end of the course. In few words; that percentage of students definitely did not receive information about their progress by instructor.

17. I would take another major from this modality.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>					0		8
<i>Percentages</i>	Distance Education	25%	50%	25%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		7	7	9	0	3	26
<i>Percentages</i>	F2F Modality	27%	27%	35%	0%	11%	100%



Analysis:

When students are interested in studying any major they have different options of modalities to choose from. In the Foreign Languages Department, the students have two options: distance education and face to face modalities. Nowadays, these two modalities are pretty well - known all over the world.

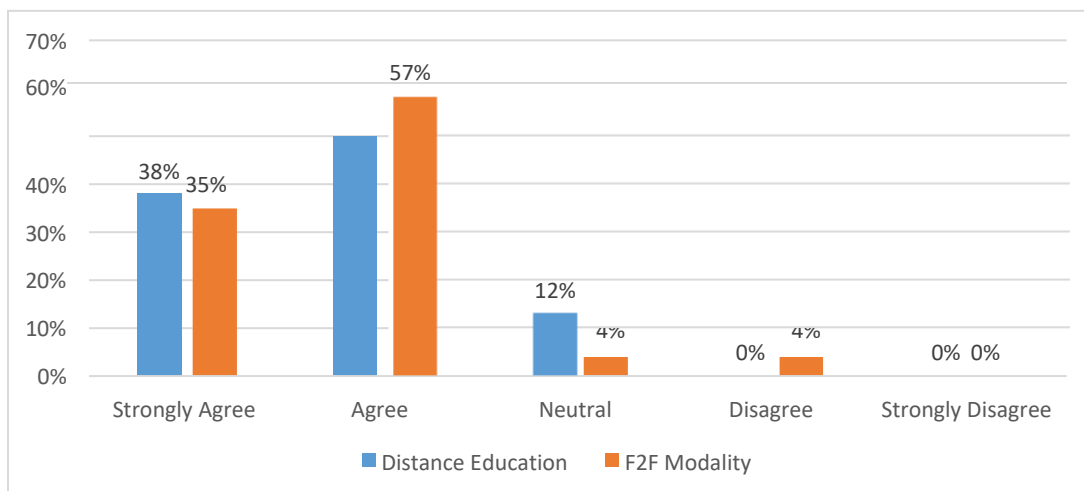
According with the research project based on effectiveness in students' satisfaction and motivation in the distance education modality the researchers got these results: 75% (25% strongly agree and 50% agree) of the students agreed with the modality and they would like to take another major in the same modality, and the last 25 % of them marked neutral which could mean that they did not have a clear decision if they would like to take another major.

Meanwhile, in the case of the face to face modality the results were different, 54% (27% strongly agree and 27% agree) of the students agreed that they would study another major in the same modality. But 35% of students marked neutral that means that this choice did not give a clear decision if they would like to study in another modality or it could be the same as in distance education; these students had already been in both modalities before and they felt comfortable. The last 11% marked strongly disagree. It could mean that the experience in this modality would is not the best one and they are not interested in studying another major in this modality. This answer could also reflect that these students are not planning to continue studying another major any more.

MOTIVATION

1. I am able to easily access the internet as needed for my studies.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	4	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	38%	50%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		9	15	1	1	0	26
<i>Percentages</i>	<i>F2F Modality</i>	35%	57%	4%	4%	0%	100%



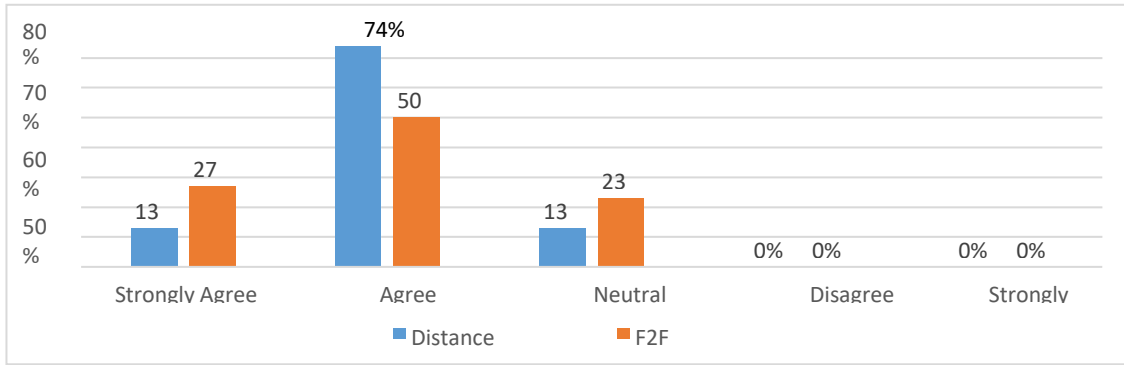
Analysis:

Students from both modalities have discovered that they are able to access internet in an easily way for study purposes or as needed. Students from distance education are significantly motivated with the hybrid modality, the 38 % selected strongly agree; and agree was selected by the 50%. There is another group of students (12% of the population) that mentioned that their skill is fairly enough to use it in order to complete their assignments or do research in the web. For that reason they selected neutral to this statement in the survey.

Likewise, there is a portion of students from the face to face modality that evaluated themselves as having difficulties at the time to access the web to complete their studies due to the lack of knowledge, no ideas, no accurate websites where to search or no interest in accessing to internet to complete their studies since they are attending a traditional class (face to face modality), as it is represented in the graph of this statement, the 35% selected strongly agree, 57% agree and the 4% neutral. There is also a 4% of the students who feel that it is hard for them to access the internet. This may be because they do not have a computer or internet access at home and this makes the access process difficult. Based on the results, the majority of students from both modalities agree that surfing in the web to learn more about English is a great tool that really works in their learning process and does not represent any problem when they need to access.

2. In my studies, I am self-disciplined and find it easy to set aside reading and homework time.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>1</i>	<i>6</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>8</i>
<i>Percentages</i>	<i>Distance Education</i>	<i>13%</i>	<i>74%</i>	<i>13%</i>	<i>0%</i>	<i>0%</i>	<i>100%</i>
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>7</i>	<i>13</i>	<i>6</i>	<i>0</i>	<i>0</i>	<i>26</i>
<i>Percentages</i>	<i>F2F Modality</i>	<i>27%</i>	<i>50%</i>	<i>23%</i>	<i>0%</i>	<i>0%</i>	<i>100%</i>

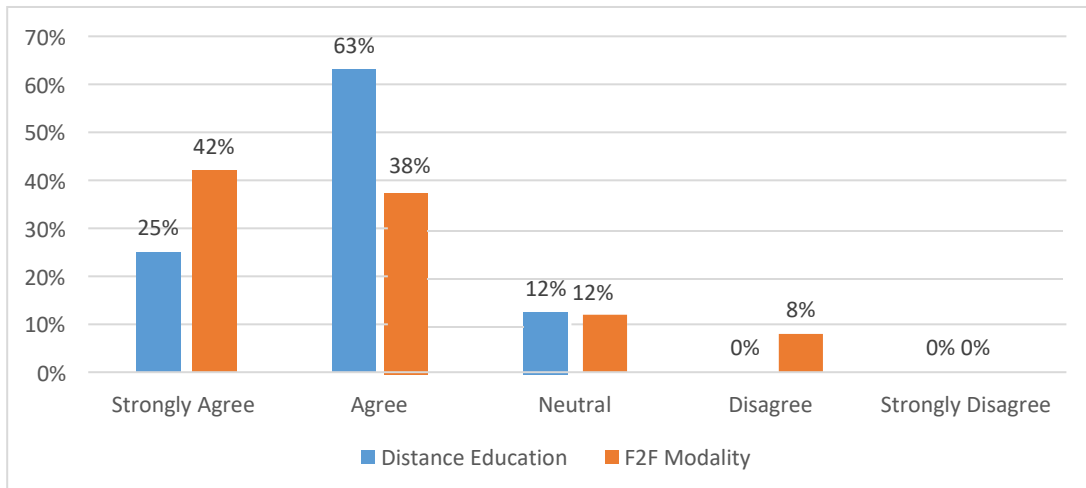


Analysis:

Self-discipline is a key to academic success, students with self-discipline have the ability to make themselves work hard. The 87% (Strongly Agree 13%, Agree 74%) of the distance education students agreed that they are self-disciplined finding few difficulties in setting time to complete their homework assignments but the 13% selected neutral because they might think that at some point of their studies habits of self-disciplined is not a plus. Similarly, students from the face to face modality, 77% (Strongly Agree 27%, Agree 50%) agreed that it is easy for them to be self-disciplined in their studies habits which allows them to complete their homework in the arranged time. But the 23% considered themselves with little self-disciplined or not self-disciplined completely to fulfill their tasks for that reason they selected Neutral as an answer to the statement, they want to avoid the negative feelings associated with their conflicting feelings on an issue.

3. As student, I enjoy working independently.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	5	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	25%	63%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		11	10	3	2	0	26
<i>Percentages</i>	<i>F2F Modality</i>	42%	38%	12%	8%	0%	100%



Analysis:

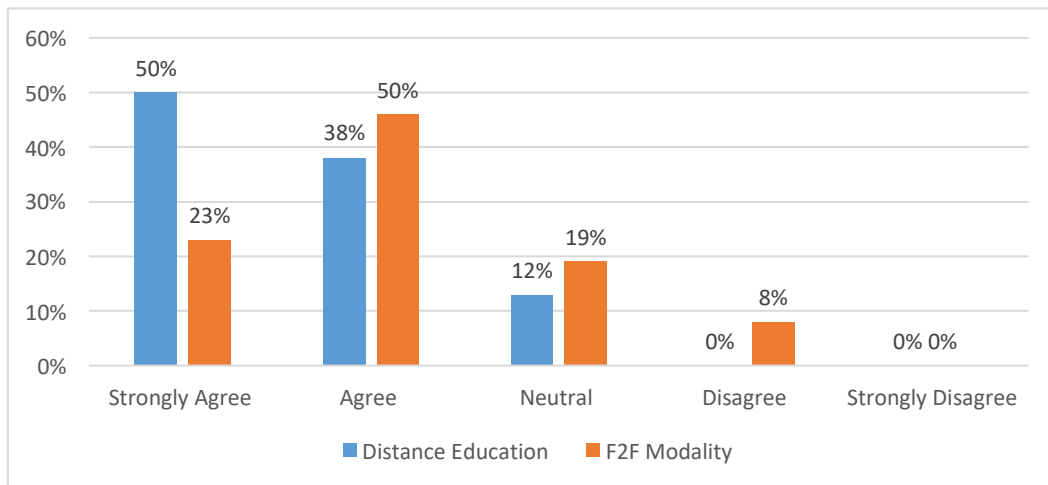
Practicing English out-of-the class context is an activity that students need to perform in order to improve their skills. Sometimes, what is learned in the classroom is not enough or it is not clear, so students need to look for some other resources out of the classroom to have a better understanding of the English language system. Students from distance education are enjoying and learning independently

as the graphic shows: strongly agree 25%, agree 62%, 12% of students selected neutral due to social desirability that is a factor that influences the choice of a neutral option, for the disagree and strongly disagree options no one selected them. Therefore, they are aware of the importance of practicing or working independently.

Near that one, the 80% (Strongly Agree 42%, Agree 38%) from the face to face modality enjoy working independently. 12% selected Neutral due to social desirability that is a factor that influences the choice of a neutral option. The last group of the Face to Face modality made up of 8% with the Disagree option, it might be because they do not like to be involved in activities out-of-school or they do not feel motivated to working independently. It can also be inferred that in the face to face modality depend a lot on the teacher, so maybe this is keeping them from becoming independently. Concluding with the present analysis, it can be said that the majority of students are enjoying and using different resources out of the classroom by their own to improve their English knowledge.

4. I possess sufficient computer keyboarding skills for doing online work

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	3	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	50%	38%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		7	12	5	2	0	26
<i>Percentages</i>	<i>F2F Modality</i>	23%	50%	19%	8%	0%	100%



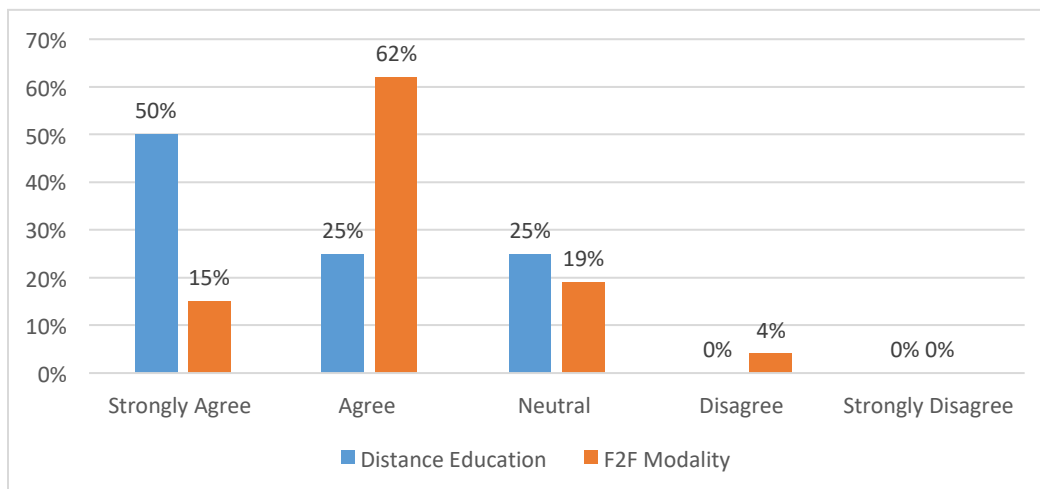
Analysis:

Devoting time to practice the language is a habit that each student should have. The participants were asked if they possess sufficient computer keyboarding skills for online work. The results gotten are as follows: 88% (strongly agree 50%, agree 38%) of the students from the distance education are well prepared to work and complete their homework assignments than the students from face to face modality since the 73% (strongly agree 23%, agree 50%) of them agreed that they are able to handle the keyboard. The 12% of the distance education selected neutral since the distance modality requires to have skills and knowledge with the computer hardware, but it can be assumed that it can be due to the lack of self-motivated and independency. While online courses can offer more flexibility in scheduling, students require more self-discipline and independence than on-campus courses. Some students can find this uncomfortable and not suitable for their learning style.

Moreover, The 19% of the students from the face to face modality selected neutral as a way to express their real situation that is not easy to have and apply the use of computer keyboarding in an online work due to the use of software installation, security, virus protection, using software applications because they are used to complete the assignments not in an online process. Finally the 8% of the face to face modality disagreed meaning that they do not possess enough keyboarding skills to do online work but they can try. In brief, distance education students are used to complete almost all their assignments by means of electronic devices or through internet websites, which allows them to have an advantage over the students from traditional classes and address online works that allow to those from distance education to feel more comfortable and with more motivation to continue in different online courses.

5. I feel comfortable communicating online in English

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	2	2	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	50%	25%	25%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	16	5	1	0	26
<i>Percentages</i>	<i>F2F Modality</i>	15%	62%	19%	4%	0%	100%

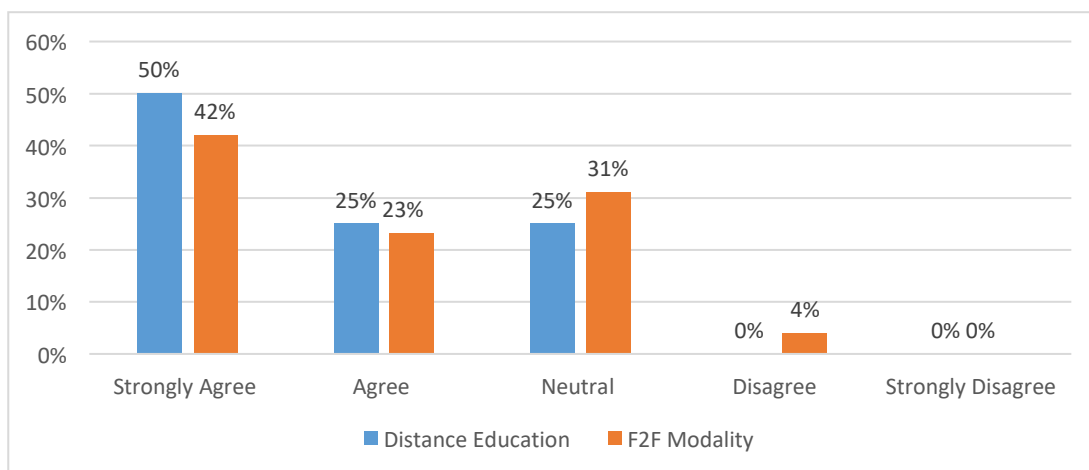


Analysis:

When students are able to get in contact and practice in an English Language environment, they have more chances to improve their overall English skills. The outcomes from the graph show that the 75% (strongly agree 50%, agree 25%) of the distance education feel very comfortable communicating through online in English and the 77% (strongly agree 15%, agree 62%) from the face to face modality agreed as well. But the 25% of distance education and the 19% of the face to face modality answered neutral believing that the online communication can be or cannot be acceptable for them as an opportunity to get involved in the target language or improve it. There is only few students from the face to face modality who disagree to feel comfortable when communicating online in English which is represented by a 4%. As it can be seen from the results, very few students do not feel comfortable communicating in the English language through texting, video calls, phone calls, online, and more.

6. I feel that face-to-face contact with my instructor is necessary to learn.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		4	2	2	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	50%	25%	25%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		11	6	8	1	0	26
<i>Percentages</i>	<i>F2F Modality</i>	42%	23%	31%	4%	0%	100%

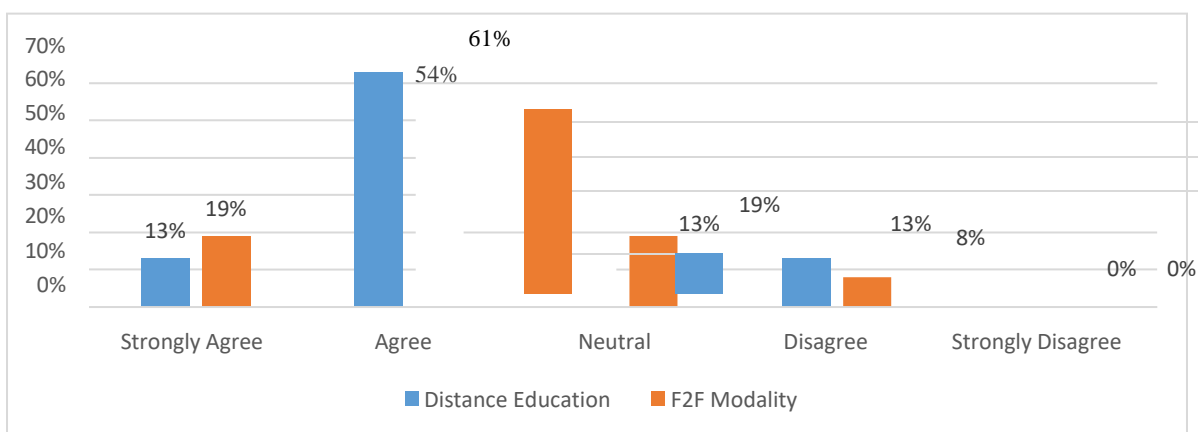


Analysis:

The 75% (strongly agree 50%, agree 25%) of the distance education students agreed that it is very important having an instructor during the learning process in every subject to share, provide feedback, make corrections or clarify the doubts even if the classes are not traditional. Another 25% of the students from distance education selected neutral believing that sometimes that face –to-face contact with an instructor is not necessary at all or it can be substituted since they can learn or clarify their doubts through online quizzes, English topic videos, reading online articles, etc. 65% (Strongly Agree 42%, Agree 23%) of the face to face modality agreed about the importance of having face-to-face contact with an instructor to learn. 31% from face to face modality replied neutral believing that face- to-face contact with the instructor can be or cannot be necessary to learn, the reason might be that students are shy and do not want to ask for help, students have a self-learning style that they use when the topic is not understandable or because they are attending the class every day. 4% of the face to face modality disagree about the necessity of being in a face-to-face contact with an instructor to learn. This could be because they are always in contact (face-to-face) with their instructor, so they have not felt the need.

7. I am motivated by the material in an Internet activity outside of class.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>1</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>8</i>
<i>Percentages</i>	<i>Distance Education</i>	<i>13%</i>	<i>61%</i>	<i>13%</i>	<i>13%</i>	<i>0%</i>	<i>100%</i>
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		<i>5</i>	<i>14</i>	<i>5</i>	<i>2</i>	<i>0</i>	<i>26</i>
<i>Percentages</i>	<i>F2F Modality</i>	<i>19%</i>	<i>54%</i>	<i>19%</i>	<i>8%</i>	<i>0%</i>	<i>100%</i>



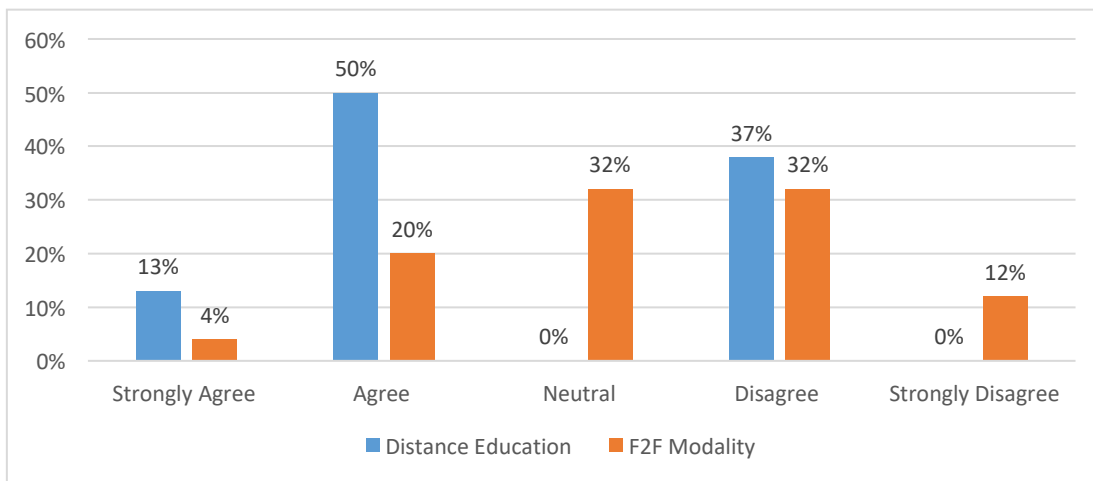
Analysis:

Having a positive attitude and motivation toward the material in an internet activity out of the classroom helps to improve students' knowledge and skills. The 74% (strongly agree 13%, agree 61%) from distance education concluded that they usually have the right attitude and feel motivated using different sources, internet material, online quizzes, etc. because the sources allow them continue studying in the distance education modality. 13% answered neutral from distance education, at this point for the students do not matter which material they are using to learn because they only want to learn more about English grammar. The 13% from the distance education modality Disagree with the motivation provided by the material they found or studied in internet.

Furthermore, 73% (Strongly Agree 19%, Agree 54%) of the students from the face to face modality feel very motivated with the material they used or found in internet as extra exposure for the English learning process. On the other hand, 19% answered neutral having rarely the right attitude and motivation when they search in internet an extra material to learn. At the end, the 8% disagree. It is important to mention that students from the face to face modality are a little more motivated with Internet material to practice outside the classroom.

8. Learning is the same in class and at home on the internet

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	4	0	3	0	8
<i>Percentages</i>	<i>Distance Education</i>	13%	50%	0%	37%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	5	8	8	3	26
<i>Percentages</i>	<i>F2F Modality</i>	4%	20%	32%	32%	12%	100%



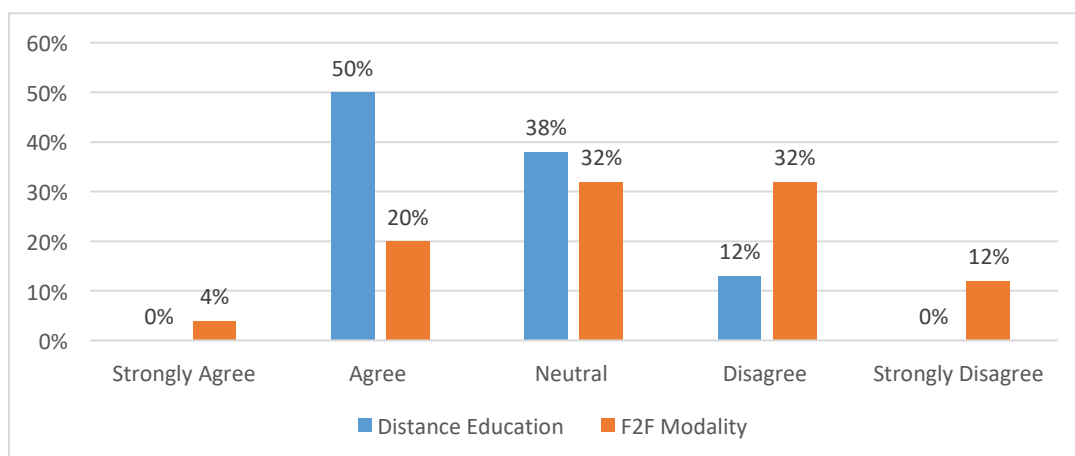
Analysis:

At first glance, online education might seem like an easy and undervalued way of obtaining education. The 63% (strongly agree 13%, agree 50%) of the students from distance education agreed with this statement because it might be that the students are self-taught and are used to do research always when they have doubts. The 37% from distance education disagreed with this statement because they know the importance of attending a traditional class for the benefits that it provides in the learning process. 73% (Strongly Agree 50%, Agree 23%) of the face to face modality agreed with the statement because they practice in the classrooms and in their home in their study time. 32% answered neutral in this statement, it means that they consider that both are acceptable and equal discarding the disadvantages and take into consideration only the advantages that both modalities offer. The 44%

(32% disagree, 12% strongly disagree) of the face to face modality is completely in disagreement and believe that the learning process works better in the classrooms than at home on the internet.

9. I can practice English Grammar during Internet activities outside of class.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		0	4	3	1	0	8
<i>Percentages</i>	<i>Distance Education</i>	0%	50%	38%	12%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	5	8	8	3	26
<i>Percentages</i>	<i>F2F Modality</i>	4%	20%	32%	32%	12%	100%



Analysis:

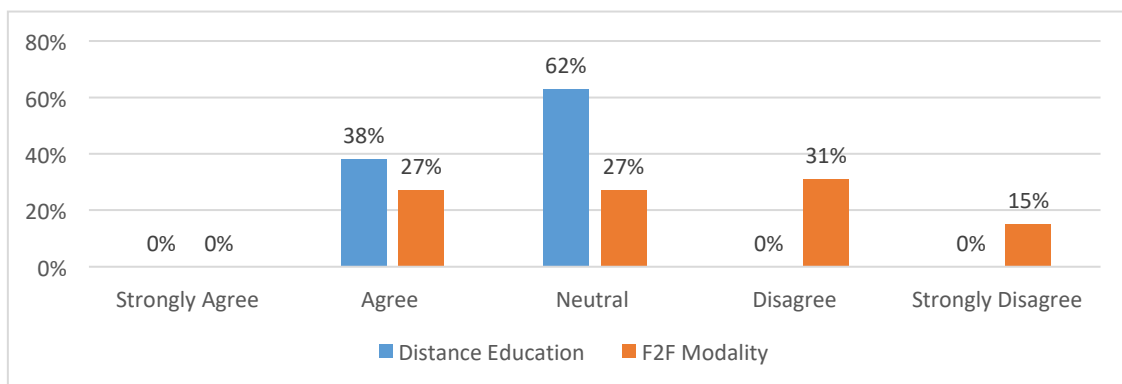
The English classroom provides the perfect controlled environment to learn English. For the students of distance education, the 50% (strongly agree 0%, agree 50%) of the students agreed that they have been studying and practicing the English Grammar in internet when they are at home. The 38% of the students selected neutral, it could be that those students study grammar by themselves on internet or only with the classes they received in class. The other 12% of the students selected disagree. It could be that they cannot understand grammar if they study in the internet just in in classroom with the

teacher and instructor, they also feel better to do activities to practice English Grammar in class not outside the classroom so they disagreed.

On the other hand, the face to face modality has the following results: 24% (4% strongly agree, 20% agree) of the students agreed that they can practice the English Grammar in internet when they are outside the classroom. The 32% of the students selected neutral. It could be that the students do not understand the grammar if they study in the internet just in class with the teacher or it could be that they do not like studying or practice grammar outside and they receive the class only. The last 44% (32% disagree, 12% strongly disagree) of them feel that they cannot practice grammar outside the classroom during internet activities. The reason could be that English grammar is difficult for them and they need the instructions, explanation and grammar rules provided by the teacher personally.

10. I believe that learning on the internet outside of class is more motivating than face-to-face.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		0	3	5	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	0%	38%	62%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		0	7	7	8	4	26
<i>Percentages</i>	<i>F2F Modality</i>	0%	27%	27%	31%	15%	100%



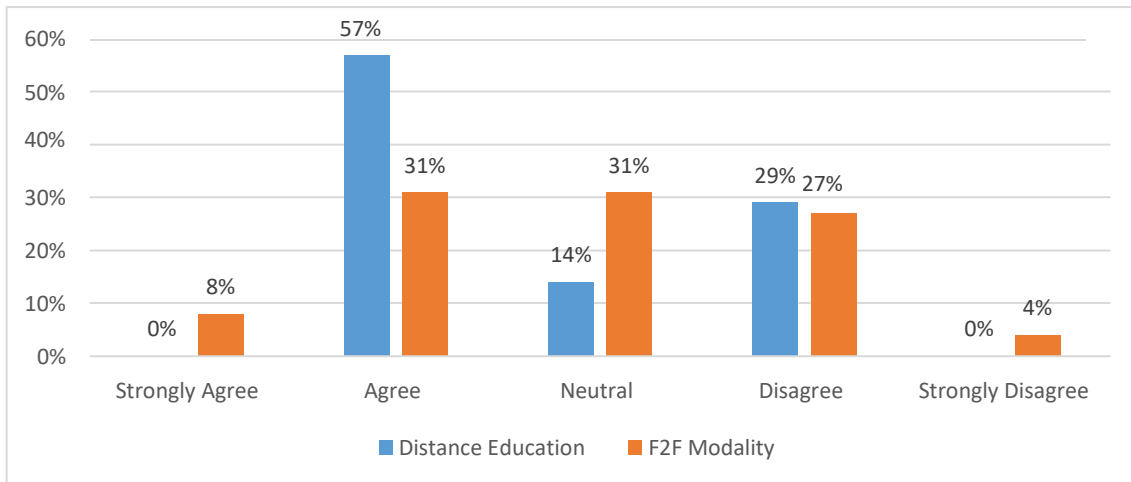
Analysis:

Students can feel comfortable and more motivated to learn on internet outside the class than in face to face class especially those students that are shy to participate and ask questions during the class. But not all the students think that this is the best option. 38% (0%strongly agree, 38% agree) of the students from distance education agreed that learning on the internet outside the class is motivating, it can be due to the flexibility and advantage that browsers offer to them to practice grammar. The last 62% of the students selected neutral. More than half of them selected it. It could be that they felt comfortable learning in class and outside class since the internet facilitates everything in this case practice or study grammar and that is why they selected neutral.

In the case of the face to face modality the results are: 27% (0% strongly agree, 27% agree) of the students agreed with this statement because they felt motivated in learning on internet outside the class than face to face. But the 46% (31% disagree, 15% strongly disagree) of the students were not motivated about learning through the internet outside of the class just attending classes. The last 27% of the students selected neutral, it could be that they were not completely sure what teaching-learnin modality makes them feel motivated or they felt motivated in both manners learning thought internet outside the class and face -to – face.

11. I believe a complete course can be given by the Internet without difficulty.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		0	4	1	2	0	7
<i>Percentages</i>	<i>Distance Education</i>	0%	57%	14%	29%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	8	8	7	1	26
<i>Percentages</i>	<i>F2F Modality</i>	8%	31%	31%	27%	4%	100%



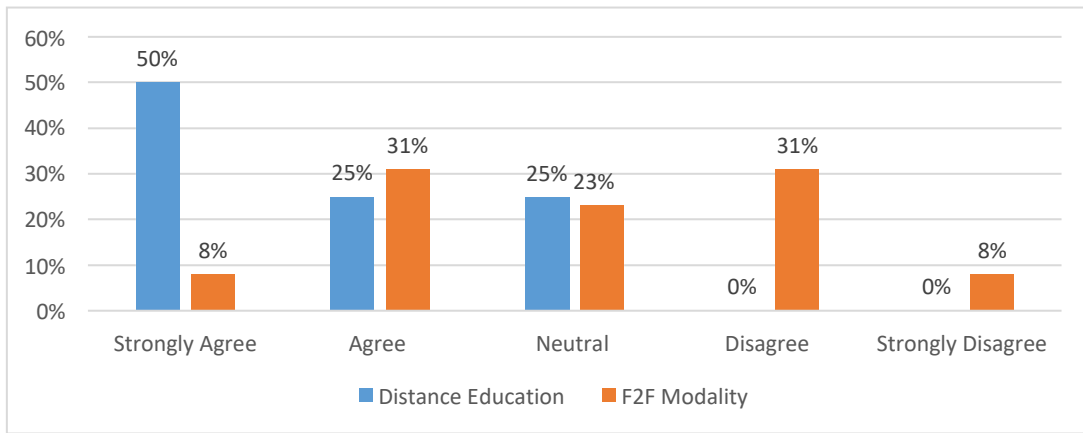
Analysis:

Technology has become the key to a new world of education. Distance education students agreed with all the concepts, benefits and opportunities that the blended education offers them. The 57% (0% strongly agree, 57% agree) agreed that a course can be given through internet without difficulty. 14% of the students answered neutral, it could mean that students had difficulties in the online course or it could be that they are still uncertain. But the rest of them have a different point of view about the statement. 29% of the students disagreed with it. It could be that they do not have internet connection at home or they do not have a computer and have to go to a cyber café so they are with low motivation in learning through internet and they got bad study habits and they felt isolated from the instructor and maybe the instructor was not always available when students were studying or in need of help.

In the case of the face to face modality, the students’ point of view is different about the statement since the results show it. 39% (8% strongly agree, 31% agree) believe in the effectiveness of learning through online courses without difficulties. 31% of the students marked neutral about the statement because they have not set time and date yet to study in an online course or students postpone it, thereby falling behind and not finishing the course. the last 30% (disagree 26%, strongly disagree 4%) of them disagreed, those students are complete aware that the course have a better understanding and results when the course is teaching in the face to face modality.

12. I could pass a course on the Internet without any teacher assistance.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		0	4	2	2	0	8
<i>Percentages</i>	<i>Distance Education</i>	50%	25%	25%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		2	8	6	8	2	26
<i>Percentages</i>	<i>F2F Modality</i>	8%	31%	23%	31%	8%	100%



Analysis:

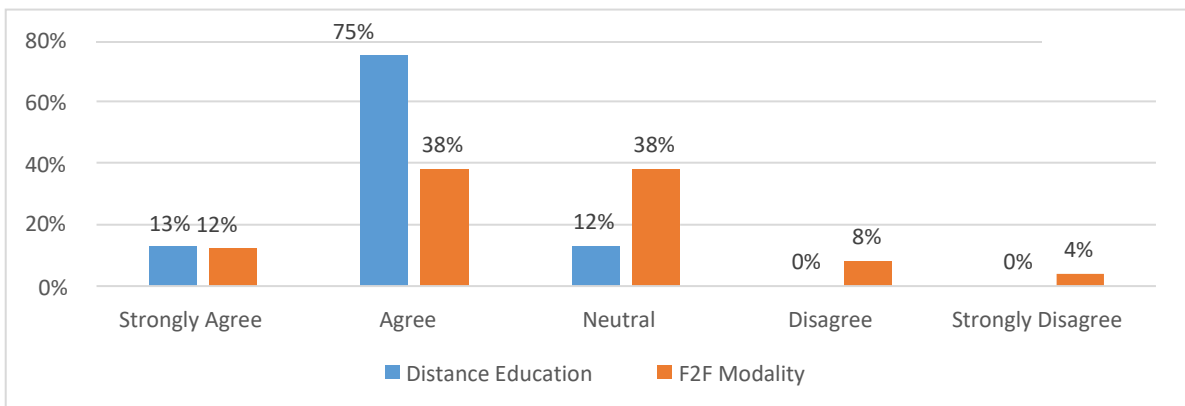
It might seem like a simple question if a student can pass a course on internet without any teacher assistance, it is a question with different answers from both modalities distance and face to face. The 75% (50% strongly agree, 25% agree) of the distance education students have self-confidence in themselves that they can pass the online course without any teacher assistance but the last 25% answered neutral in this statement, they might think that sometimes teacher’s instruction is not necessary just in cases they consider they have difficulties during the complete course.

In the case of the face to face modality, the results are the following: 39% (8% strongly agree, 31% agree) of the students agreed that it is possible for them to pass an online course without any teacher’s assistance, 22% of the students selected neutral for this statement, it seemed the students have

not taken an online course yet or they have already taken a course online and did not like and prefer the face – to face course. The last 39% (31% disagree, 8% strongly disagree) of the students disagreed with this statement because they know the importance of having an instructor to provide the feedback and new knowledge during any course.

13. I believe an Internet course is possible but for learning English it would be difficult.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	6	1	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	13%	75%	12%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		3	10	10	2	1	26
<i>Percentages</i>	<i>F2F Modality</i>	12%	38%	38%	8%	4%	100%



Analysis:

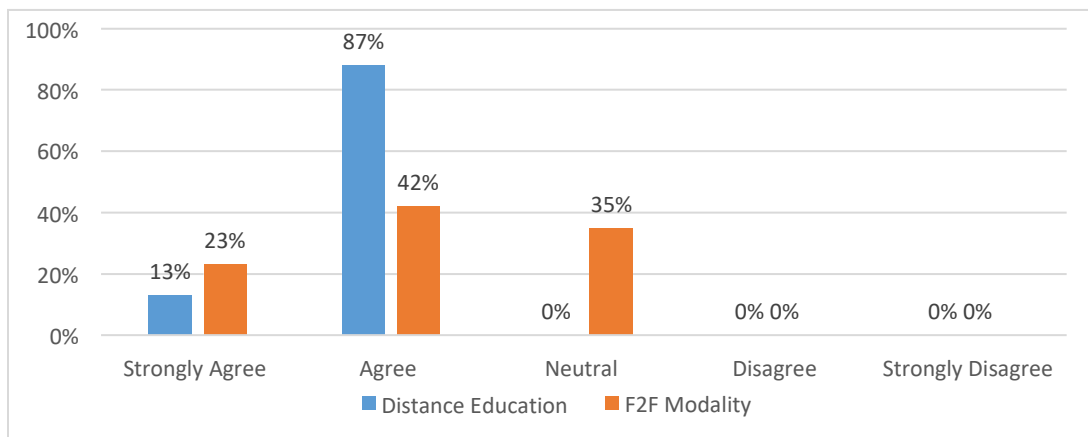
Learning a foreign language is not easy, but not impossible to learn it and the flexibility of online learning could help simplify the process. In distance education 87% (13% strongly agree, 74% agree) of the students believe in the power of studying a course through internet but also consider that learning English through Internet is difficult. 13% of the students selected neutral it could be that they

know the difficulties of learning the English Language on internet but that is not an obstacle to learn the target language.

On the other hand, the face to face modality 50% (12% strongly agree, 38% agree) of the students agreed of studying an online course but it is difficult to learn the English language online because they could face with some difficulties, 38% of the students selected neutral; it could be that they might consider the online course as an advantage in their learning process as well as learning the English language without any difficulty or on the contrary. The last 12% (8% disagree 8%, 4% strongly disagree) disagreed with the statement it could be that they tried the two processes: study an online course and learning English before and both were difficult.

14. I feel that my background and experience will be beneficial to my studies.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	7	0	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	13%	87%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		6	11	9	0	0	26
<i>Percentages</i>	<i>F2F Modality</i>	23%	42%	35%	0%	0%	100%



Analysis:

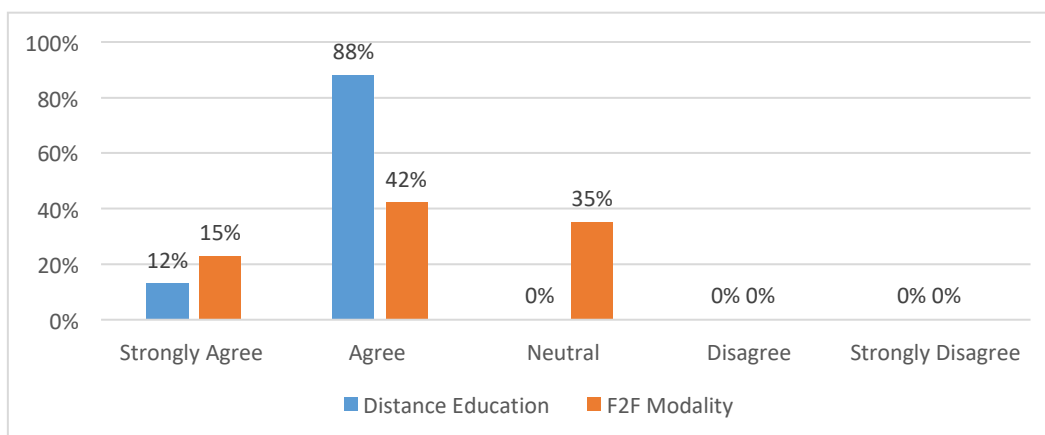
Background and experience are very important in life, because they both provide benefits in the studies and at work. Also, they can help to take a decision in studying a major.

The data collected by the researchers shows that 100% (strongly Agree 13%, Agree 87%) of distance education students had been studying the English grammar before taking it in the course whereby they have been gaining experience on how to learn in a better way in the advanced Grammar in the distance education modality. At present, they consider their background and experience as helpful elements for their current studies.

Meanwhile the 65% (23% strongly agree, 42% agree) of the face to face students agreed that the experience and background in their studies have benefits in their current studies but the last 35% of them are neutral it could be that they consider the background and experiences as an extra help that they can get if it is necessary in their studies.

15. I am willing to actively communicate with my classmates and instructors electronically.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	5	0	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	12%	88%	0%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		7	10	9	0	0	26
<i>Percentages</i>	<i>F2F Modality</i>	15%	42%	35%	0%	0%	100%



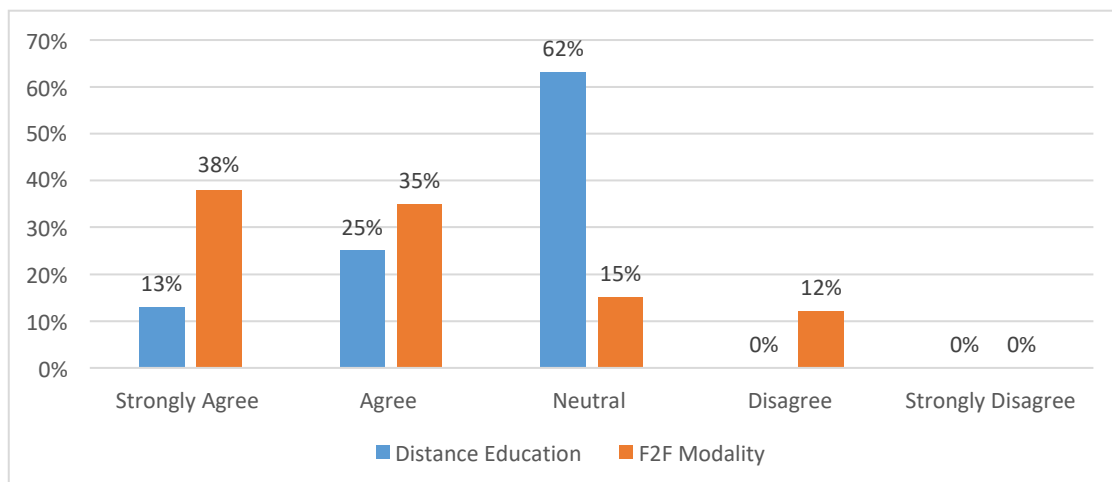
Analysis:

Good communication skills are essential in online courses as well as in the face to face. In the case of distance education 100% (12% strongly agree, 88% agree) of the students are willing to actively communicate with classmates and instructors electronically, the students see and consider the communication as an opportunity to practice the English language but more important to clarify their doubts because the English grammar subject is quite complicated.

In the case the of face to face modality the results are the following: 65% (23% strongly agree, 42% agree) of the students are willing to actively communicate with classmates and instructor electronically since it is an opportunity to get used to the correct grammar and correct their mistakes, 35% selected neutral it could be that they are not willing to actively communicate with their classmates and instructors electronically just face to face or they only communicate with the complete class when it is required or mandatory.

16- I am proud of myself because I have learned a lot in this modality and I am learning so fast.

	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		1	2	5	0	0	8
<i>Percentages</i>	<i>Distance Education</i>	13%	25%	62%	0%	0%	100%
	Modality	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
<i>Frequency</i>		10	9	4	3	0	26
<i>Percentages</i>	<i>F2F Modality</i>	38%	35%	15%	12%	0%	100%



Analysis:

When students finish a course or a major it is important because it makes them feel proud for achieving their goals. Unfortunately, some students are not proud of themselves because they feel that they have not learned anything in the modality they have been studying. This is the case of many students from the distance education modality since the results show that 38% (strongly agree 13%, agree 25%) of them agreed in being proud of how and what they have learned during the course in their specific modality; 62% of them selected neutral as a way to express they have not learned as they expected in this modality or it could be they learned but not quickly as they expected from the beginning of the course.

On the other hand, in the face to face modality, the results show that: 73% (38% strongly agree, 35% agree) of the of the students are proud of themselves since they have learned a lot and the time it took them to learn was fast it could be that the course allowed them to be up to date with the classes and topics, 15% of them marked neutral it could be that they are not sure if they are proud for how and what they have learned in course or they did not want to share how they really felt. The last 12% of the students disagreed with the statement because it seems they are not getting the results they have been hoping at the end of the course.

CHAPTER VIII

8. FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

8.1 FINDINGS

The purpose of this study was to examine the effect of levels of self-efficacy, self-regulated learning strategies, participation, prior computer experience, on satisfaction and motivation among students enrolled in online distance education from the Advanced Grammar course. To achieve this, a review of literature, creation and modification of survey instruments, a final survey administration was conducted, and finally the process of data interpretation was developed.

The complete survey of this study developed a set of validated online self-efficacy, self-regulated learning strategies, prior computer experience, and satisfaction questionnaire items. Students who were enrolled in two different modalities: distance education and face to face, in the Advanced Grammar course at the Foreign Languages Department were asked to complete the questionnaire. Both satisfaction and motivation survey instruments measured prior computer experience, self-efficacy, and self-regulated learning strategies. Thus, after the data analysis process, the answers to the research questions are presented.

GENERAL QUESTION

What is the effectiveness of the distance education modality in the motivation and satisfaction of the students taking Advanced Grammar, semester II, 2017?

The effectiveness of distance education with regards to how satisfied and motivated students in Advanced Grammar, semester II 2017 are in this modality was noticeable since most of them chose that they either strongly agree or agree in the satisfaction and motivation statements above. It was observed that the students in the distance education modality are highly motivated and satisfied in this modality since most of them stated that they would like to study another major in the distance education modality.

SPECIFIC QUESTIONS

1. How do Advanced Grammar students' perceive their overall motivation and satisfaction in the distance education modality?

The students from distance education modality perceived their motivation and satisfaction in a positive manner. Taking into consideration that there were only nine students (just one student did not show up when the researchers administered the questionnaire) registered in the Advanced Grammar course, all of them were able to observe the progress they were making and the limitations were not obstacles at any time because the communication and interaction between teacher - student and student - student by email, chat and face to face helped them a lot when having doubts about any of the topics studied in the course. The access to the web sites was perceived as being excellent, it did not represent any obstacle in their learning process; on the contrary, these web sites facilitated their learning process. Consequently, the students' satisfaction and motivation in this modality was seen as positive as observed in the students' answers.

2. Which modality helps students to build up confidence in their teaching and learning process, distance education or face to face?

After the interpretation process of the data collected, the research group concluded that the distance education modality has allowed students to become more self-disciplined and provided more benefits to their learning process. Students from the distance education modality seem to be more satisfied with the opportunities they have to interact with the tutor/teacher and their classmates than the students from the face to face modality. Though students from the distance education modality only get to see their teacher/tutor on weekends, they have gained confidence in taking responsibility for their own learning and whenever necessary rely on the interaction they have with their classmates and teachers making use of technological tools.

It was also concluded that the opportunity that students from the distance education modality had to use a virtual classroom has helped them to adopt a self - learning approach. This of course, helps students to rely on themselves when taking responsibility upon their own learning process. On the other hand, students from the face to face modality stated not to have enough opportunities to work in

virtual classrooms, this limits students to be exposed to a greater variety of learning experiences that would enrich their teaching learning process and would help them to build up self-confidence. At the same time, these students seem to face problems at the time they want or need to use technological tools for academic purposes, this could be due to the lack of practice they have in using them. So at the time they are asked to use technological tools, they do not feel confident since they feel they do not have enough knowledge in using them.

Moreover, students from distance education expressed that they are confident they would pass a course without any teacher's assistance. Meanwhile, few students from the face to face modality feel confident enough to pass a course under this condition.

It is important to mention that students from the face to face modality are more proud of themselves for the outcomes they have achieved than the students from the distance education modality.

3. In which modality, distance education or face to face, are students more motivated and satisfied with regards to their teaching and learning process?

The research group concluded that motivation and satisfaction is higher in the distance education modality than in the face to face modality with regards to their teaching and learning process. The students from distance education have shown through their answers how motivated and satisfied they were with regards to the teaching and learning process implemented in their Advanced Grammar course. Also, the students from distance education appeared to be more satisfied with regards to the materials they were presented to enhance the teaching and learning process than the students from the face to face modality. Other areas in which students from distance education show a higher degree of satisfaction than the students from the face to face modality are: usefulness of interactive multimedia, adequate opportunities for meaningful interactions with the instructor and their classmates, enthusiasm of the teacher, usefulness of assignments, opportunities to be involved in discussions, feedback when needed, how knowledgeable the instructors are in the subject they are teaching.

Finally, it is important to mention that 75% of the students from distance education

mentioned they would be willing to study another major in the same modality, while 54% of the students from face to face would like to study another major under the same modality.

4. What are the challenges that Advanced Grammar students faced when studying in a distance education program?

The research group found that the challenges that the students from Advanced Grammar in the distance education modality faced were the following: there was not always an instructor pushing them to do the work for the class or reinforcing the material so it requested self-motivation from the students to continue in the distance education program. Due to the fact that the teacher or the instructor was not there they continued in their own way solving the task assigned during the course but they also expressed that it was really important to have the teacher's assistance when they had some doubts.

The next challenge that students from distance education faced during the course was practicing English Grammar during Internet activities outside of the class. The majority of the students faced this challenge since they did not attend classes every day so they had to put in practice the Advanced Grammar outside the classroom without the instructor's assistance. Learning grammar is in some cases difficult because of the structure, the rules to follow and the way to apply them. Another challenge that distance education students faced is not being informed periodically about their progress. They also mentioned that the materials to work outside the class can be improved. Moreover, they stated that they had difficulties with their registration process.

Finally, the distance education students said that a complete course cannot be given using internet only; they need someone to be guiding and providing feedback to them.

8.2 CONCLUSION

There are many ways to promote learner achievement in distance education class environments, but learner satisfaction is an important component in successful distance education courses (Ritchie & Newby, 1989). Some researchers believe student satisfaction and motivation should be examined before learning outcomes, because students' negative opinions can hinder their learning (Biner, Dean & Mellinger, 1994). The objective of this research was to find out the effectiveness of the implementation of the distance education modality in the Advanced Grammar course at the Foreign Languages Department based on the students' motivation and satisfaction, semester II, academic year 2017. Therefore, after analyzing the data gathered in this research, the following conclusions can be drawn:

- Students feel satisfied and motivated to learn on in a distance education modality. Working and learning by themselves have given them the opportunity to enjoy and grow to work in an independent way and develop self-confidence.
- The results show a high acceptance of the distance education modality in such a way that they believe they could pass a course without any teacher's assistance.
- From the student's perspective, taking and passing a course in a distance education modality was possible; though, learning a language only through this means would be difficult or almost impossible. They believed they needed to be in a traditional environment (face-to face) to successfully learn a language.
- It was also concluded that the distance education modality that helped students to build up their self-confidence. Since the distance education modality requires from students to become responsible of their teaching and learning process, students were more aware of the responsibilities that this entails and that much of the work needs to be done independently.
- The instructor's knowledge about the subject encouraged the students of the distance education modality to learn and to continue studying in this modality.
- The background knowledge of computer keyboarding had been a helpful complement to the students of the distance education modality. Hence, it was

important to consider the knowledge of this type of computer hardware as mandatory to study in this modality.

The methodology and materials used in the distance education modality were important because they enhance the opportunities to learn a language. The students found the material that they were provided online very helpful, meaningful, interesting, and suitable to learn and improve their English grammar.

With regards to the methodology, students noticed the instructor or teacher absence during the English grammar learning process. They think it is necessary to have a teacher close to them to receive immediate feedback so they can be corrected when necessary. The students consider they need the instructions, explanations and grammar rules provided by the instructor or teacher.

- The findings also indicate that the implementation of the distance education modality at the Foreign Language Department has helped many people who want to continue studying in a higher education level but had not been able to do so due to the fixed schedules of the face to face modality. The flexibility of study hours and the convenience of studying at home or any other place that the student might choose had provided a great opportunity to these people. The flexible schedule for studying in the distance education modality is one of the factors that has created a great level of satisfaction in the students studying in this modality.
- Despite of the high acceptance of the distance education modality, the students feel that they needed to be highly motivated to continue studying in this modality since they did not have a teacher trying to motivate them to do so at all times. They also thought that they needed to be informed periodically of their progress in the course. The lack of this information did not help them to maintain motivated to continue studying. Finally, the students of this modality considered that the enrollment and registration processes should be improved. The problems they might have in this process can affect their satisfaction and motivation in this modality.
- This study also aimed at finding out in which of two modalities, face to face and distance education, students felt more satisfied and motivated. From the

information obtained, it could be concluded that students from the distance education modality were more satisfied and motivated. Students from the distance education modality believed that their expectations in this modality were met and they would be willing to study another course in this modality since they felt proud of the outcomes they were receiving.

8.3 RECOMMENDATIONS

According to the results shown in the data analysis the researchers have found that effectiveness of distance education in students' motivation and satisfaction from the Foreign Languages Department at the University of El Salvador had a positive impact on students this modality. Thought there are some aspects that can be improved. The following are recommendations addressed to the Foreign Languages Department

1. Improve the enrollment system so that students do not have any problem when registering.
2. Training teachers periodically to enter the modality of distance education in order to properly prepare them at the Foreign Languages Department should take into consideration to the expansion of professional development program that assists new distance learning instructors in the use of computers and keyboarding skills.
3. The principal of the distance education modality should periodically review the instructor / teacher to determine if he /she meets the adequate needs for students during the course.
4. A continual review of activity and quality of interaction instructor – students and students – students should be conducted not only by the principal of distance education but also by the same instructor in the course. This review should be accomplished periodically.
5. Representatives of the Foreign Languages Department should attend distance

education conferences and seminars to provide technological didactic materials and network to the distance learning community. Being aware of the potential for technological improvements and recommending changes in the delivery system are important to staying at or near the forefront of distance learning and ensuring a high level of student satisfaction and motivation.

8.4 LIMITATIONS

During this research project, the researchers faced different kinds of difficulties regarding time, the students' lack of willingness, students', distance, and financial support. Also, the researchers had to deal with the modification of the topic to carry out a better research.

- ✓ Time was one of the main limitations due to the complexity of the research project. Besides, due to the modification of the topic.
- ✓ Distance was another limitation because the researchers live in different departments of the country, and far away from the central campus so which made it difficult to have meetings often.
- ✓ The students had to deal with lack of willingness to answer the questionnaire because they were in final evaluations and when they finished the exam they left the classroom and quickly answered the questionnaire. This was in the case of distance education modality. But in the case of face to face modality the students collaborated with the researchers without any difficulties.
- ✓ The economic situation and the expenses that involved traveling limited the researchers to have meetings more than twice a week.

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ANNEXES

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



Universidad de El Salvador
Hacia la libertad por la cultura

Objective: To prove the effectiveness of distance education in the students' satisfaction in the advanced Grammar course of the Bachelor in English teaching of the Foreign languages Department at the University of El Salvador.

SATISFACTION

No.	How much do you agree or disagree with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Overall, I am satisfied with being able to take this course in this modality.					
2	Enrollment and registration procedures meet my needs.					
3	I have no problem accessing the course web site or Moodle platform.					
4	The use of interactive multimedia is helpful to understand the contents.					
5	There are adequate opportunities to have meaningful dialogues interactions with the instructor and students of this modality, either through chat, e-mail or face to face.					
6	The teacher is enthusiastic in teaching the subject and his/her teaching skills make me feel satisfied in this modality.					
7	The assignments in this modality control my learning and help me to improve more.					

8	I am granted with the opportunity to express my ideas regarding what I expect to learn in this modality.					
9	I find it important to be provided with the course assessment methods at the beginning of the course.					
10	I find it interesting and important to be provided with resources and materials about the subject during the course.					
11	I am encouraged by the instructor to become actively involved in the discussions activities.					
12	The instructor provides me feedback on my work through comments or in person.					
13	The instructor's availability is very important for me during office hours or by appointment.					
14	The instructor's knowledge about the subject encourages me to learn quickly.					
15	In this modality, I am able to interact with the instructor and the whole class.					
16	The instructor informs me about my progress periodically.					
17	I would take another major from this modality.					

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCE
FOREIGN LANGUAGES DEPARTMENT



Objective: To prove the effectiveness of distance education in the students' motivation in the advanced grammar course of the bachelor in English Teaching of the Foreign languages Department at the University of El Salvador.

MOTIVATION

No.	How much do you agree or disagree with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am able to easily access the Internet as needed for my studies.					
2	In my studies, I am self-disciplined and find it easy to set aside reading and homework time.					
3	As a student, I enjoy working independently.					
4	I possess sufficient computer keyboarding skills for doing online work.					
5	I feel comfortable communicating online in English.					

6	I feel that face-to-face contact with my instructor is necessary to learn.					
7	I am motivated by the material in an Internet activity outside of class.					
8	Learning is the same in class and at home on the Internet.					
9	I can practice English grammar during Internet activities outside of class.					
10	I believe that learning on the Internet outside of class is more motivating than a regular course.					
11	I believe a complete course can be given by the Internet without difficulty.					
12	I could pass a course on the Internet without any teacher assistance.					
13	I believe an Internet course is possible but for learning English it would be difficult.					
14	I feel that my background and experience will be beneficial to my studies.					
15	I am willing to actively communicate with my classmates and instructors electronically.					
16	I am proud of myself because I have learned a lot in this modality and I am learning so fast.					