UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

UNDERGRADUATE RESEARCH

"The Internal and External Causes of Students' Reluctance from the Intensive Advanced English I Courses to Attend Tutoring Sessions with their Teacher and/or Teacher Assistant, Semester II-2018 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador."

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INTRODUCTION

In higher education, students attend classes in order to develop new knowledge regarding to the major they are studying. Even though, students acquire new skills in the classroom in many cases, it is not enough to make a progress in their competences; this is the reason why students need additional attention and assessment outside of the classroom.

University students learn in a different way. Some of them take a little more time to cope with the content of the subject while others find it more challenging. Whatever the reason is, tutors are important for the development of skills on students because they go beyond the attention given to a student in a regular classroom setting and can reinforce the knowledge already acquired by the students with extra practice and assessment.

For this, tutoring sessions have been open for students who need an extra assessment outside the classroom. These sessions are especially addressed to students with low academic performance, or for any student who would like to improve any of the four language micro-skills: pronunciation, vocabulary acquisition or practicing the language in general.

For many years, teachers, student associations, and skilled students have always offered tutoring sessions for those participants whose level of language acquisition is slow or any student who wish to get more practice. Nevertheless, there has always been apathy from those students who do not wish to attend such tutoring sessions. Every semester is the same: there are many ads, inviting people to join the tutoring sessions, but only a few are actually interested in attending this reinforcement program.

As a research team, we were interested in getting to know the internal and external causes of this reluctance that students have in attending the tutoring sessions offered by the Foreign Language Department **(FLD)**. The current research was focused on students from the Intensive Advanced English I courses, semester II-2018 since these groups should have an extended knowledge about the English language, but at the same time, there may be students that need assessment in order to cope with the advanced content of these courses, but refuse to get an extra help.

CHAPTER I

DELIMITATION OF THE PROBLEM

The focus of the present research was the Intensive Advanced English I courses' students who may have needed to attend tutoring session in order to improve their level of proficiency in the English language. Such research took place during the semester II-2018 at the Foreign Language Department (FLD), School of Arts and Sciences at the University of El Salvador.

DESCRIPTION OF THE PROBLEM

Tutoring is a proactive activity, designed to reinforce the students' English learning process. Hence, it requires that the students be fully engaged and ready to take an active role in their education.

This is why the Foreign Language Department at the University of El Salvador, in an attempt to improve its student's proficiency has created a tutoring program. In such program, teachers and advanced students offer tutoring sessions to any students who need to improve their level of proficiency. Nevertheless, most students take it for granted, showing a reticence and a great lack of interest. In like manner, teachers and /or teacher assistants offer tutoring sessions to their students, but the outcome is the same: students do not attend such sessions.

For this study, the research team had identified that there was a reticence from the students to attend the tutoring session. Having identified this, the research team was determined to find out the causes why students are unwilling to attend these tutoring sessions.

To discover such causes, this study was carried out at the FLD with students of Intensive Advanced English I courses since the students of such courses have already a background study in the English language, and they should be aware of the importance of attending tutoring sessions to enhance their possibilities of becoming more academically and socially integrated in the university community, as well as maintain a higher level of English as they are expected for their Advanced English student status.

OBJECTIVES

General Objective:

- To identify the internal and external causes of students' reluctance to attend tutoring sessions offered by tutoring program teachers and/or teacher assistants.

Specific Objectives:

- To list the internal causes why students from Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions.

- To list the external causes why students from Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions.

- To determine which causes are the most influential ones on students' reluctance.

JUSTIFICATION

The Foreign Language Department has two of the most demanded majors at the School of Arts and Sciences of the University of El Salvador: The Teaching English and the Modern Languages majors. For these degrees, there are several projects so that students can improve their English skills; one of the projects is tutoring sessions which are offered by teachers as an out of class assessment, and also, the tutoring session program through advanced students of English as part of their community service.

Tutors must be students who have demonstrated a notable performance on the subject they are tutoring, so they are able to provide assessment, mentoring and advising to other students, besides, helping them gain a better understanding of the course content. For that reason, being tutored helps a student develop their English skills as well as their academic performance. Because of this, it is expected that tutored students take a more proactive role in participating in this project, so that they can improve their own learning skills.

Thus, the relevance of this investigation comes to the fact that it is necessary to identify the causes why these students who should be aware of the importance of tutoring sessions are reluctant to attend them. This study is likewise important since it will demonstrate what measures could be taken in order to promote the culture of tutoring session in the FLD.

CHAPTER II

THEORETICAL FRAMEWORK

Background information about tutoring origins

Throughout history, the tutor and the action of tutorial itself, have been presented with different names and functions. Since the times of the primitive communities, there were people in charge of guiding and teaching the acquired knowledge of the previous generations to the youngsters. In the polis[1], mothers took care of the education of the children, but it was very habitual among the wealthy families to have a nursemaid who took care of the children and who oversaw the transmission of customs, the cultural traditions, etc.

Additionally, when the child reached a certain age -about seven years- he came under the tutelage of the tutor or pedagogue (most of the time was a slave), who watched over the child's habits and who accompanied them to school, and who even attended classes with the kid. (Lara Ramos, 2008).

As a culture, tutoring has been developing parallelly with the process of teaching and educating. According to Andreev Yu.V., tutoring is as ancient as Sparta where children at the age of 7 were trained as warriors under the supervision of strict mentors.

Nevertheless, tutoring, as an original educational culture, started to develop in the medieval universities of XII-XIV centuries (Proskurovskaya, 2009); it was at the Oxford and Cambridge universities were tutoring was established as an institutionalized form of mentoring.

Besides, tutoring was firstly implemented at American educational institutions in the 19th Century; a crowd of underprepared students enrolled in universities. Children from middle class merchants, tradesmen, engineers, farmers, among others were seeking training in technical institutions.

[1] Ancient Greek Word that means "city". (Ríos Pedraza, Francisco; Haya Segovia, Fernando (2009). «La filosofía antigua»).

Individual tutoring was used to help a large quantity of these students who were not prepared to do college work. In fact, many universities were tutoring more people than they enrolled in their courses (Boylan & White, 1994).

In the 20th Century, community colleges welcomed more students; after World War II, veterans from such war started attending college, and multicultural students enrolled through equal opportunity programs in the 1960s (Baker & Painter, 1983; Boylan & White, 1994; Maxwell, 1994). Tutoring has been an integral part of efforts to retain these students.

Definition of tutoring

According to the Dictionary of the Spanish Language (1992) the tutor is the person in charge of providing guidance to students in a course or subject. This same source, states that tutoring is a teaching method through which a student or a small group of students receive personalized, individualized instruction from a teacher.

Brutten (quoted by Bragagnolo, 2012, p.220), states that, etymologically, the word tutoring is from Latin “tutarie” which means to be safe, to protect, to defend, to keep, to be protective or to justify its use in the sense of assuming, to protect someone, to care, to be cared for by a person or a group.

However, in the educational context, tutoring has as a purpose of personalized accompaniment of the teaching and learning processes not only for students who present low academic performance but also for those students who wish to enhance their academic training and achieve meaningful understanding of their study practice.

Also, we can define tutoring as a teaching intervention in the educational process of an intentional nature, which consists of close, systematic and permanent accompaniment to the student, in order to support and facilitate the process of building of different types of leaning, such as: cognitive, affective, socio-cultural and existential learning (Narro and Martiniano, 2013).

Besides, Alvarez and Bisquerra (1996) define tutoring as a systematic action, specific, concretized in a time and a space (usually one hour a week in the classroom) in which the pupil receives a special attention, either individually or in group, and which is considered a customized action since it contributes to the integral education of the students, to the particular learning necessities of the student, and to the adequate relationship and integration of the educative community.

Regarding to the one-to-one tutoring, the Russian psychologist Vygotsky (1978) mentions that, so that knowledge can be built, it is required a pair of individuals with a difference in their level of experience or knowledge. One of the people, then, can be considered as an expert, while their partner will be the novice to whom knowledge should be transferred in such a way that it manages to assimilate the new ideas.

It can be said that there is an analogy between the expert and the consultant, and the beginner and the consultant. The consultant and advisor will then enter into a human relationship that goes beyond the limited action between the teacher and the pupil.

Most of the time the consultant is expected to stay within the nearby development zone and the close relationship with his advisor will promote the generation of the ideal in order to achieve the motivation of the tutored student towards the assimilation of new concepts (Chávez Rocha1; Vargas Cortez, 2007).

To sum up, tutoring is an educational method in which an expert (tutor) guides a novice (tutored student) in their way to improve their learning strategies independently.

Types of tutoring

Tutoring can be carried out according to the characteristics of the students from any educational program in the following basic ways:

A) Individual tutoring: the student receives the personalized attention to assess and make the decision about: Exams and courses can be taken in order to carry out a professional practice, social service, or an investigation to elaborate a thesis work, among other. This type of tutoring orients and supports the student to address some circumstances concerning family or interpersonal relationships or any other aspect linked more to their development as a person as well as a professional, so this modality requires more dedicated work; therefore, the tutor should be trained in the management of such problems to channel the student to receive specialized care.

B) Group tutoring: this kind of tutoring focuses on the analysis and resolution of school problems that involve a collective such as: conflicts with a teacher, low performance of the group in their studies or in a particular subject, among other problems that the tutored group can face. It can also address situations that are present in all group participants and can be treated collectively.

c) Tutoring by peers or peers: it is carried out by students identified and trained for their personal and academic qualities, to support other students. They will be group individual, to solve a problem, to complete a task, to learn a strategy, to master a procedure, etc.

The application of this type of tutoring supports the function of the professors, taking advantage of the capacities of outstanding students of the last semesters.

As a reminder, the focus of this research will be the tutoring sessions offered by the teachers and/or teacher assistants at the Foreign Language Department in the University of El Salvador; because of this, it is worth going deeper in the features of tutoring.

Importance of tutoring

Tutoring improves the attitude and the availability to learn because it generates an empathic act when receiving or providing tutoring among peers; it also improves the communication skills as well as the personal and human development of the students involved; in addition, it encourages the active participation of students involved in their own learning process. Thus, it is an ideal resource for the dialogue and exchange of knowledge among equals. (Programa Institucional de Tutorías de la ESAVF, 2010)

Also, tutoring is one of the functions of the teachers characterized by guiding and supporting the integral development of the students as well as helping to reduce the problems of fail, desertion and educational lagging. (Programa Institucional de Tutorías de la ESAVF,2010).

It is very important to carry out the tutoring with our students, since, through this means, we can detect the problems that they have and, at the same time, to direct or orient them properly.

It is essential that the student has sufficient confidence with his/her tutor so that he or she can tell them the problems the student is facing in order that the tutor can provide adequate help. (Programa Institucional de Tutorías de la ESAVF 2010).

The tutor is a confidant, who must: know how to listen, pay attention to what the student is showing him, must be very discreet, keep secrets and be able to help the student to face situations that are presented in his academic, social and family life. (Programa Institucional de Tutorías de la ESAVF, 2010).

To carry out the tutoring as it should, brings benefits for both parties, since it is important to have the necessary support to obtain better results that will be reflected in the achievement and scholastic performance of the students. (Programa Institucional de Tutorías de la ESAVF, 2010).

Tutoring is essential for the good development of students in the teaching-learning process; because through this we can know the problems that the students may be experiencing, both in school, family or social life. (Programa Institucional de Tutorías de la ESAVF, 2010).

For the student, it is essential the support or orientation that can be received through tutoring; it allows the student to grow, mature and analyze their situation, and in some cases, make important decisions in their daily life. (Cornejo, Noemí, 2013)

In the case of this study, the target to be researched is tutoring at a university level, so it is worth mentioning that college tutoring is an area of great importance to the students.

This area is responsible for promoting and fostering student support in different aspects of their lives, such as: social, social-emotional, academic and spiritual. (Fresán O., Magdalena & Romo L., Alejandra, 2011).

As it was indicated in previous paragraphs, the focus of this research will be the tutoring sessions offered by the Student Services Unit at the Foreign Language Department in the University of El Salvador; hence, it is necessary to go in depth in tutoring at a university level.

Tutoring in the university environment

As mentioned in the first paragraphs of this theoretical framework, tutoring has been present in British and American universities since long time ago; the presence of tutoring in Latin American universities is not an exception. Mainly, tutoring is carried out at universities in order to accomplish the function of supporting the students' academic process.

More precisely, the function of university tutoring is an accompaniment, guidance and support for students in their learning process and the development of competences, throughout their way to become professionals (Álvarez, 2014).

In the same sense, tutoring has recently been reformulated in terms of the construction of life, in the development interventions of the individual, incorporation of accompaniments in their process of reflection, and resolution of their professional and labor difficulties arising in the future (Lobato and Ilvento, 2013).

This modern conception of tutoring focuses on two fundamental factors: the commitment of the person in the construction of their life project as professionals through regular and systematic reflection (Di Fabio and Bernaud, 2010) and the necessary accompaniment by tutors in different modalities and contexts.

This accompaniment (García, 2007) must be carried out in barely controlled conditions. People, at an individual and social level, constitute a complex and dynamic entity which is a result of a multiple self-organization experiences of daily life.

In this sense, the university students in the different university stages of degrees and postgraduate degrees, need to know how to interpret their diverse experiences more than ever, and to consider the different perspectives and find a meaning for their lives.

For the factors mentioned above, university tutoring is considered nowadays as a tool of great importance in the university formation. In many times, tutors have advised their students on various aspects of the university task, now that dedication is offered as an important university role that has been institutionalized and formalized as a right.

Thus, the personal tutoring was born, in which each university student will have assigned a tutor that will guide them in their university crossing.

There is no doubt that the education of the university in the academic aspect is a fundamental pillar in the learning process which should start from the conviction that the integral formation of the university student is an idea and an attitude that must be attained and considered as the basic principle of the university duty. (Fernández B., Escribano R., 2008).

Despite the advances in educational research, traditional education and teaching still persist in a large proportion of educational institutions, considering the role of the teacher as the main protagonist of education, making teaching the primary object of attention and institutional effort. In the opposite direction, the most recent educational trends have displaced the teaching and the teacher as the center of the teaching and have placed learning and the students as the core of the whole process.

The constructivist perspective of knowledge makes emphasis on the cognitive processes of the student, as subject of the formation and the principal protagonist of the educational action (Narro R. and Arredondo G., 2013)

In the university education, tutoring contributes to the knowledge of the students, in the individual way as well as a group; tutoring also helps the educational institution have the necessary resources that allows it to carry out their educational objectives, and thus, to avoid complex problems that could hinder the training of the tutored students in and out of school. (Carbajal, 2002).

Tutoring systems are applied in different public and private universities, both in the national and international levels.

Each of the Higher Education institutes that offer tutoring sessions intend to raise their educational standards as well as provide special attention to every student who attends such sessions.

In addition, these tutoring sessions intend to promote the critical thinking, reflexive and proactive capacity in students, and to elicit their creative capacity in the development of academic tasks.

To promote responsibility and professional ethics is also an important objective in tutoring sessions. (Gómez, 2007).

Although tutoring at the university provides all these contributions, there is still a low attendance in the tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department in the University of El Salvador; for learning more about this issue, it is necessary to find out more about low attendance.

Background information about low attendance of students in tutoring sessions

The lack of interest of students about tutoring and, in some cases, lack of interest of tutors about students has become a problematic situation not only at the Foreign Language Department but also at other departments and schools in the University of El Salvador and at other Latin American universities.

As an example, there was a study carried out at the Veracruzana University in Mexico. One of the targets of that study was students of English Major.

One of the causes of low attendance was that the 70% of the interviewed students was misinformed about tutoring sessions that were offered at that unit.

In this research, there was also another cause of low attendance at tutoring session which was the lack of communication between tutors and students.

This is curious since nowadays we have many technological resources like social networks, smartphones, applications among others, which both tutors and students could use in order to keep a good contact for planning their sessions to help the students improve their academic performance.

Regarding to the Foreign Language Department, it is not easy to find valid experiences of tutoring in our current context since there are no enough studies that have researched tutoring sessions that are offered in the Department.

The only two academic advisories addressed to students that exist in our Department are tutoring offered by teachers in out-of-class schedules and the Student Services Unit assisted by highly skilled students in English language.

Nevertheless, the research team has identified the low participation of students in the aforementioned tutoring sessions could be caused by reluctance. Before going deeper into the causes of the students' reluctance to attend tutoring sessions, it is necessary to know about the term *reluctance* within the academic environment.

Reluctance

According to the Merriem-Webster dictionary, reluctance is the feeling or showing aversion, hesitation, or unwillingness to get involved in any activity.

The word reluctance can also be applied to the feeling of those persons in which a negative or doubtful attitude is shown to perform certain type of action. To have reluctance to do something is, in this sense, to have doubts or denial in performing an activity for certain causes, either valid or prejudiced, depending on each particular situation.

This term comes from Latin language: *"renuens"* which refers to the verb 'deny'.

In the educational context, reluctance manifests itself as a fear or unwillingness to attend a class, a tutoring session or to perform any other academic activity in an educational institution.

The causes of students' reluctance can be related to a psychic difficulty of the student like social anxiety, depression, problems with classmates or with a teacher, negative experiences in both the educational environment and within the family environment, among other circumstances.

Reluctance and motivation in the academic community

Reluctance is a phenomenon that is present in almost any educational institution; students' reluctance to get themselves involved in some academic activities takes them away from sharing what they know, it also deprives the teacher and classmates of benefiting from such involvement.

Hence, students' reluctance has a fundamental influence in the teaching and learning process, so the teachers and the students have an obligation to decrease or remove this phenomenon.

A way to eliminate students' reluctance to participate in academic activities (for instance, tutoring sessions) in any educational institution is through motivation. For example, in China, teachers motivate students by giving them extra credits for participating either in class or extracurricular activities. Some teachers use a point system to give students a concrete sense of progress. This kind of motivation might be highly reinforcing and effective in order to have students get more interest and avoid low attendance and reluctance to attend tutoring sessions.

To conclude this theoretical framework, it is worth stating that tutoring brings benefit for both advisor and student in the teaching and learning process, and even though reluctance may be an obstacle in tutoring, motivation is the key to overcome this issue.

CHAPTER III

RESEARCH QUESTION

What are the causes why students from the Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions?

SUBSIDIARY QUESTIONS

1. What are the internal and external causes why students from the Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions?

2. Which are the most influential causes on students' reluctance to attend tutoring sessions?

3. Does the Foreign Language Department have a culture of tutoring?

CHAPTER IV
RESEARCH DESIGN

Type of the Study

A descriptive study "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment, and to develop theories (Burns & Grove, 2003).

For the purpose of this study, descriptive study was used to examine the causes why students were reluctant to attend tutoring sessions at the Foreign Language Department in Semester II/2018.

The Qualitative Approach

An approach is defined as the basic philosophy or belief concerning the subject matter being considered. It is a set of assumptions or point of view held by individuals concerned with their field (Hofler, 1983). In this sense, a qualitative approach is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis.

Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: *"This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them."*

On the basis of those postulates, the approach to this study was a qualitative one since it aimed at finding out the internal and external causes why students from Intensive Advanced English I courses at the Foreign Language Department were not attending English tutoring sessions in a non-experimental way.

Research Design: Non-Experimental

Additionally, Hernández Sampier (2004) suggests that non-experimental design is done without deliberately manipulating variables. It is based fundamentally on the observation of phenomena as they occur in their natural context to analyze them later.

In this type of design there are no conditions or stimuli to which the subjects of the study are exposed. Subjects are observed in their natural environment. Because of that, this research design was a non- experimental descriptive one.

CHAPTER V

POPULATION AND SAMPLE

POPULATION AND SAMPLE

The population and sampling frame consisted of 209 students approximately (8 groups of Intensive Advanced English I). Each group was made up of around 28 students.

SAMPLE

The sample were the 169 students from the 8 groups of the Intensive Advanced English I courses who expressed that they were not attending tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department. Therefore, this is a convenience sample since unattendance to tutoring sessions was the only requirement for the subjects to participate in this study.

DATA GATHERING PROCESS

The technique that the research team used in their investigation was a semi-structured interview that was administered to teachers and teacher assistants who offer tutoring sessions at the Foreign Language Department in order to know, based on their experience, what were the causes of student's reluctance to attend such tutoring sessions.

The instrument of data collection that was used to get information from students was a closed-ended-question questionnaire. The purpose of the use of this instrument was to find out which students were reluctant to attend tutoring sessions.

DATA ANALYSIS AND INTERPRETATION

Once all the data was collected, the research team tabulated all the information that indicated the causes of students' reluctance to attend tutoring sessions. After tabulating the gathered data, the researchers interpreted both the surveys and the interviews' information to answer the research questions. The objective of this process was to provide validity and reliability to this investigation.

RESULTS OF DATA ANALYSIS & INTERPRETATION
(SURVEY ADMINISTERED TO THE STUDENTS)

Population:

- 209 students from Intensive Advanced English I

Sample:

- 169 students from Intensive Advanced English I; who do not attend tutoring sessions. (Convenience Sample)

GENERAL INFORMATION

Intensive Advanced English I Groups:

- 01, 02, 03, 04, 06, 07, 08, 09.

Shifts:

- Morning
- Afternoon

Majors:

- English Teaching
- Modern Languages

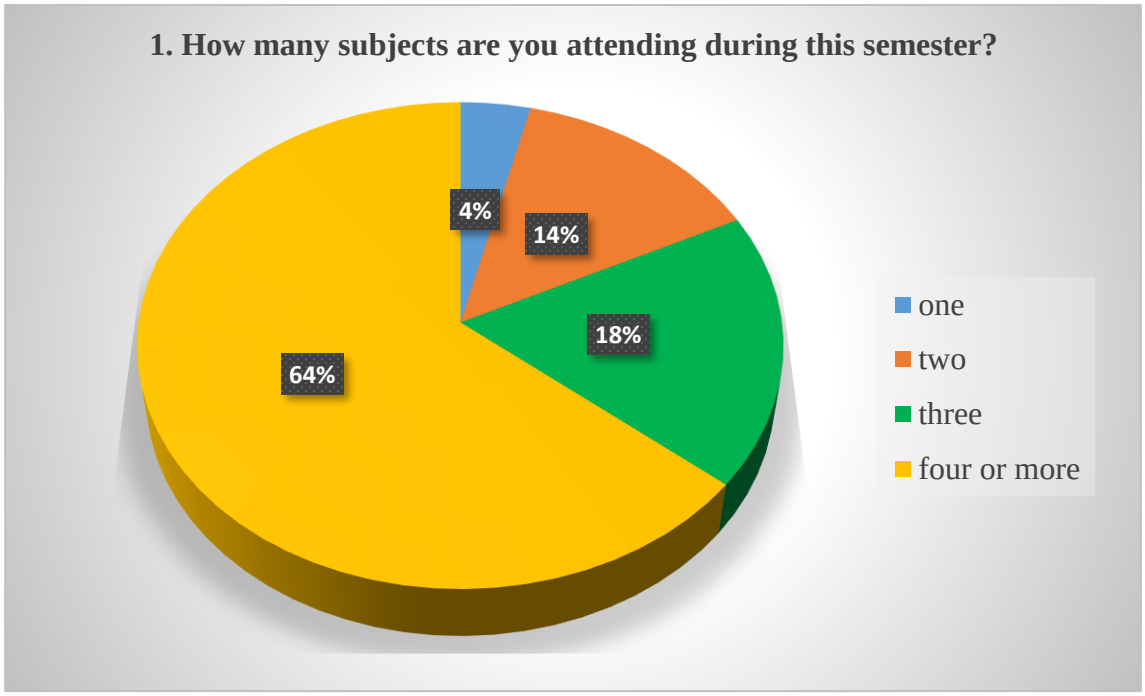
Average Age of the Population:

- 23.28

Gender of the Population:

- Female: 116
- Male: 91
- No Answer: 2

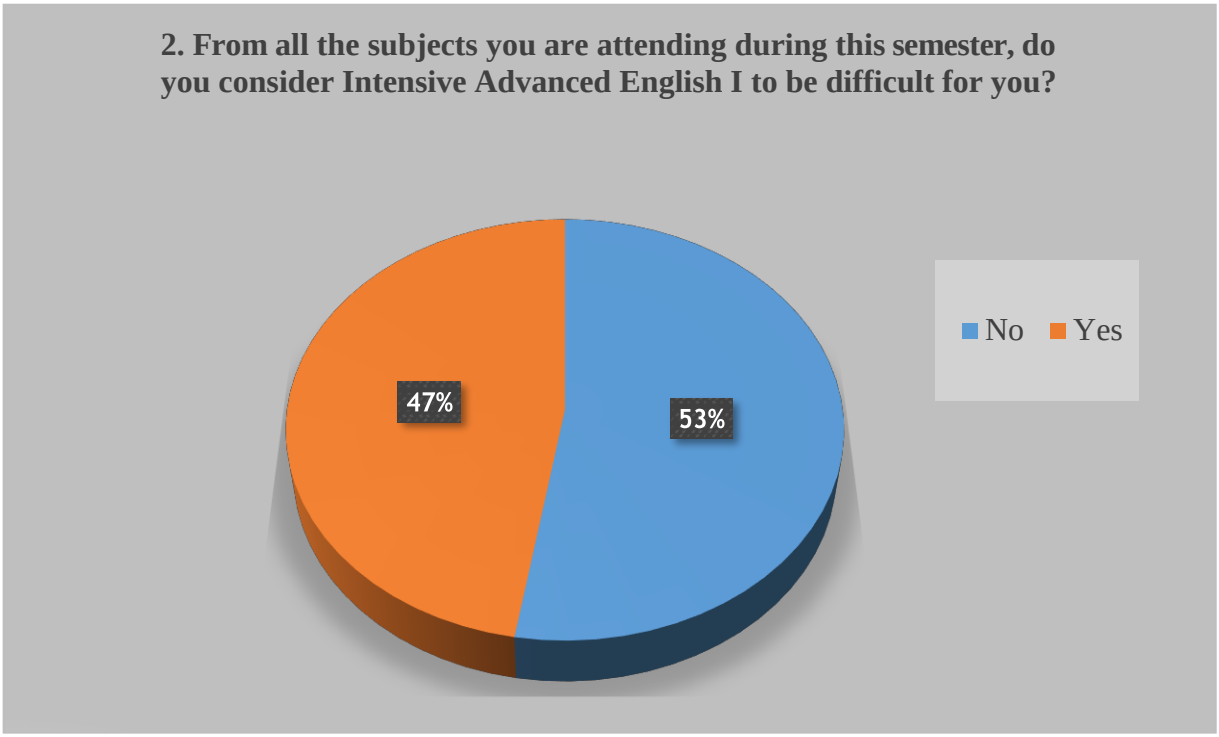
ACADEMIC INFORMATION GRAPHICS (POPULATION)



GRAPH ANALYSIS AND INTERPRETATION:

The results showed in question number one reveal that most of the participants from all the Intensive Advanced English I groups are enrolled in four subjects or more. This means that from a total of 209 participants that completed the survey, a 64% of them (134) are attending all the subjects corresponding to the current semester. An 18% of them (38) are taking 3 subjects, a 14% of them (29) are in 2 subjects, and only a 4% of them (8) are enrolled in 1 course.

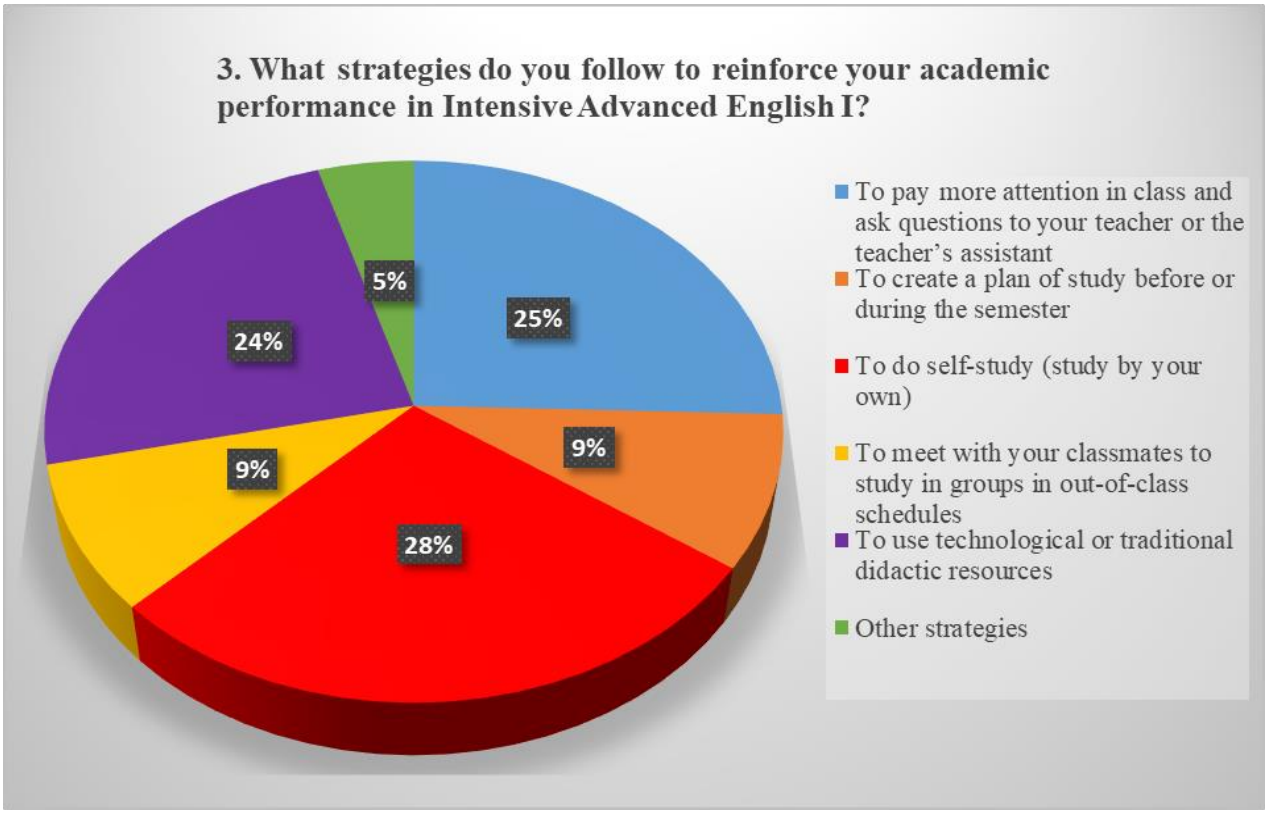
This shows that an 82% from all the participants (172) are studying in at least 3 different subjects, which means that most of them have lack of time for extracurricular activities.



GRAPH ANALYSIS AND INTERPRETATION:

The result in question number two is divided. A 47% of the students (110) stated that they do not find Intensive Advanced English I course difficult while a 53% of them (99) feel that this subject can be difficult for them.

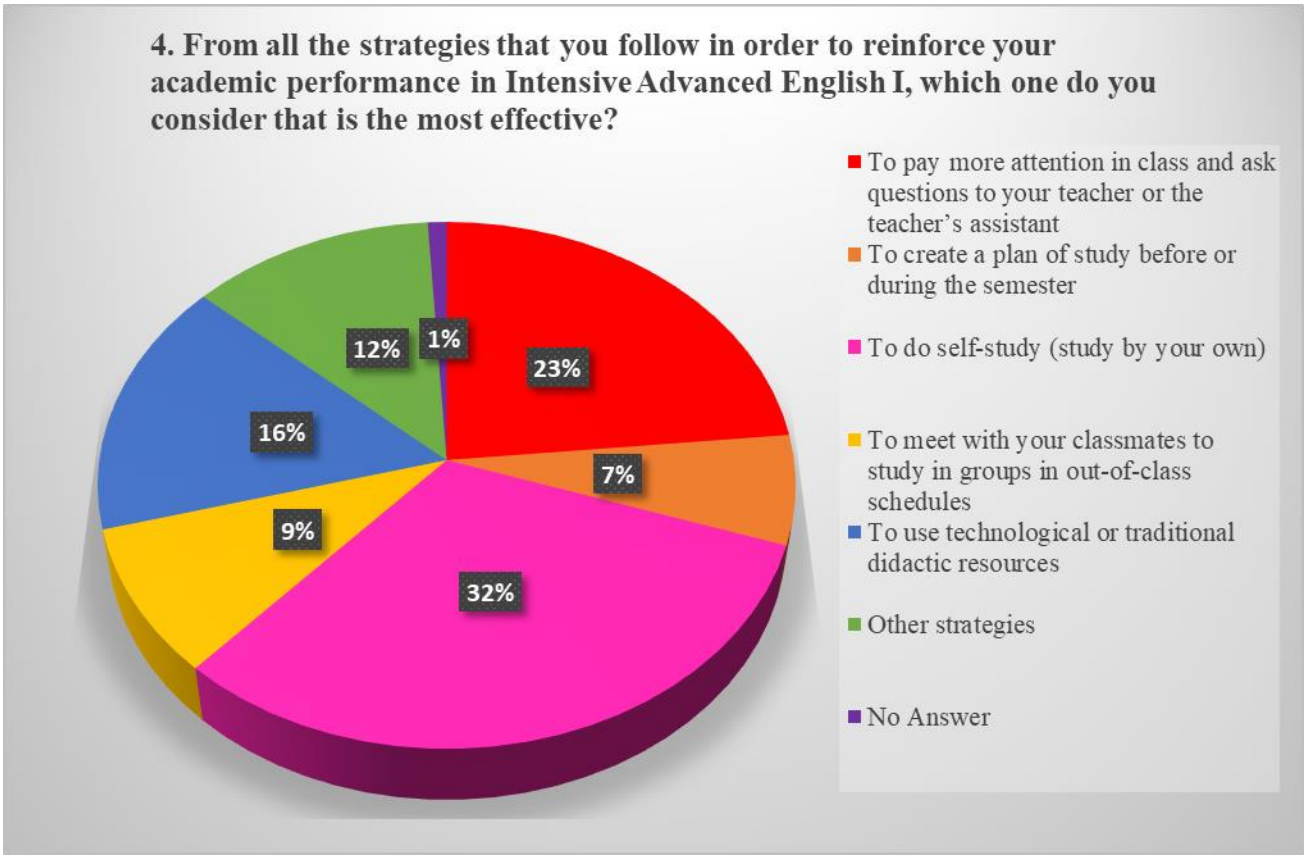
This means that almost half of them find difficulty, and they could need some tutoring to improve either their academic performance or their English skills.



GRAPHIC ANALYSIS AND INTERPRETATION:

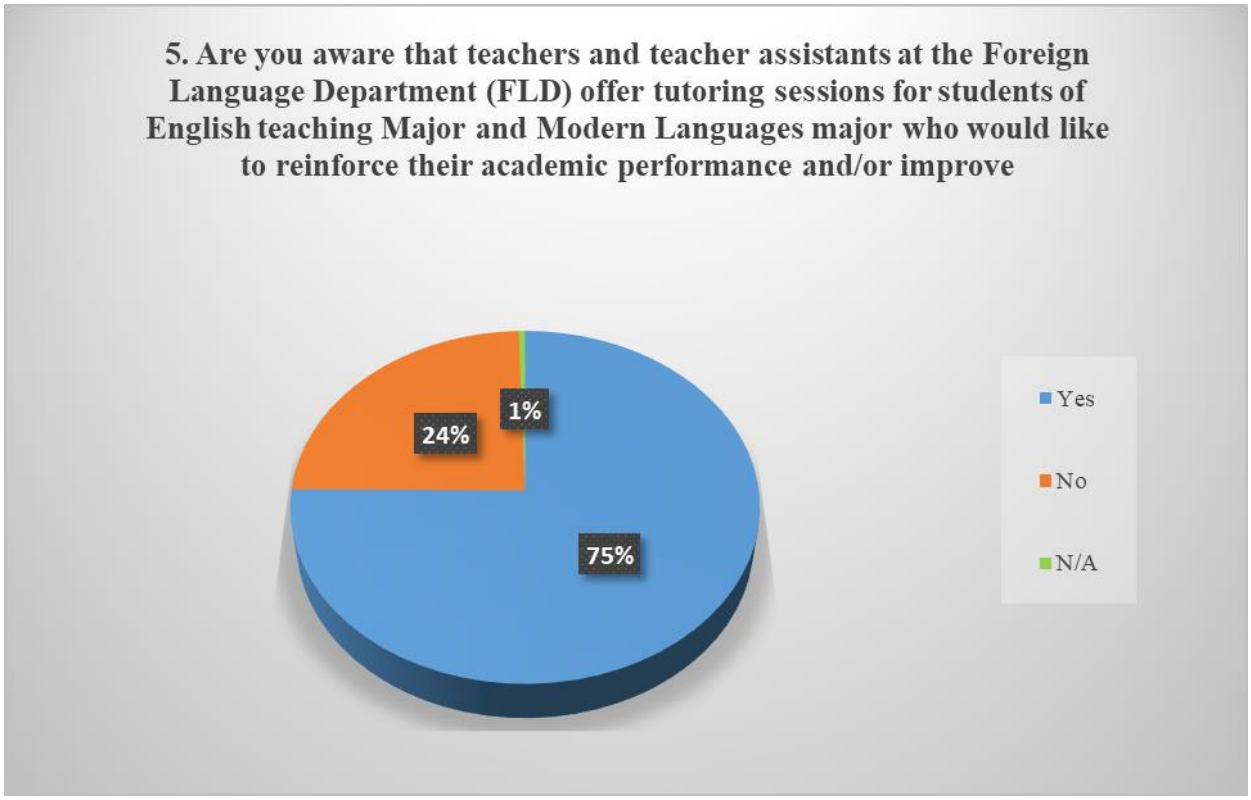
Being self-taught is a common strategy for reinforcing academic performance and English skills at this stage of the majors. A 28% of the participants answered that they prefer to study by their own while a 25% and a 24% of them consider more effective strategies to pay attention in class and to use technological or traditional resources respectively. An 18% of the students prefer to meet with their classmates and create a plan of study. Only a 5% of the students answered that the most effective study strategies for them are others, like reading exercises or talking to native speakers when possible, for example.

This was a multiple-choice question, so this means that the participants' answers vary in numbers; the total of answers is 608 form a population of 209 students.



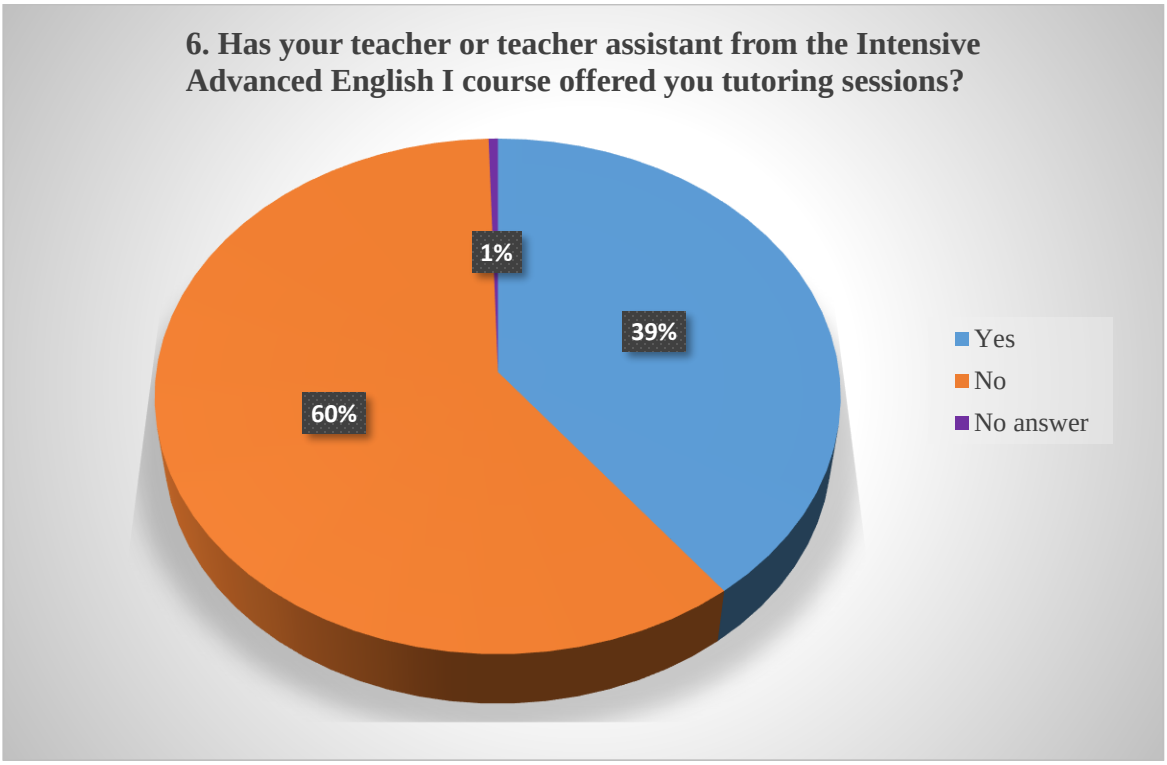
GRAPHIC ANALYSIS AND INTERPRETATION:

Being self-taught is considered the most effective strategy for reinforcing their academic performance and English skills. A 32% of the participants (66) answered that the most effective strategy is to study by their own; to pay attention in class is also a noticeable strategy that is effective for a 23% of the participants (49). An 16% of the students (33) consider that using technological and didactic materials for studying is more effective. Other strategies, like reading exercises or talking to native speakers when possible is considered to be more effective for a 12% the population (26). Other options like meeting with their classmates or creating a plan of study is effective only for a few students in total (19 and 14 students respectively). 2 students did not answer.



GRAPHIC ANALYSIS AND INTERPRETATION:

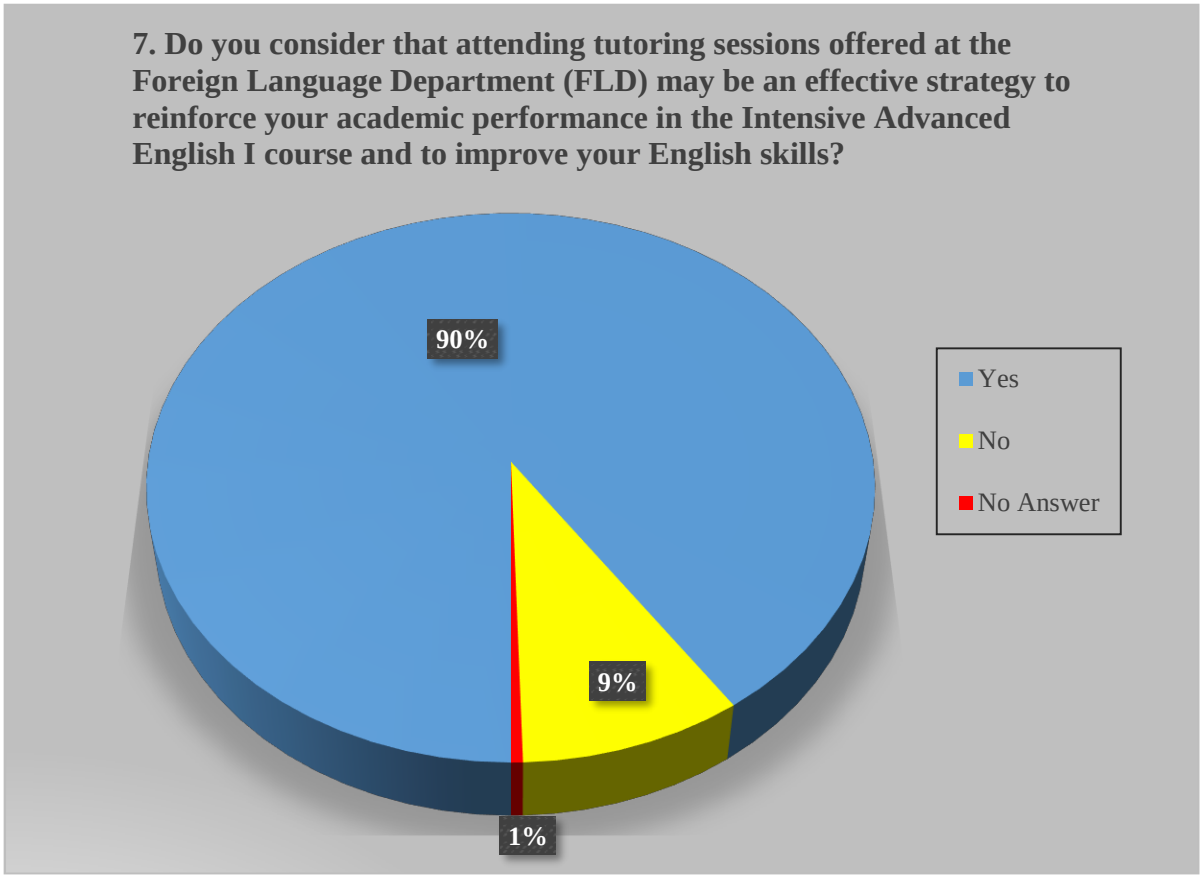
Students are somewhat aware of tutoring sessions from teachers and teacher assistants in the Foreign Language Department, or at least they have heard about it. A 75% of the population (157) are aware of tutoring sessions offered to students who would like to improve either their academic performance or their English skills. A 24% stated that they have never heard about these tutoring sessions. 1 student did not provide an answer.



GRAPHIC ANALYSIS AND INTERPRETATION:

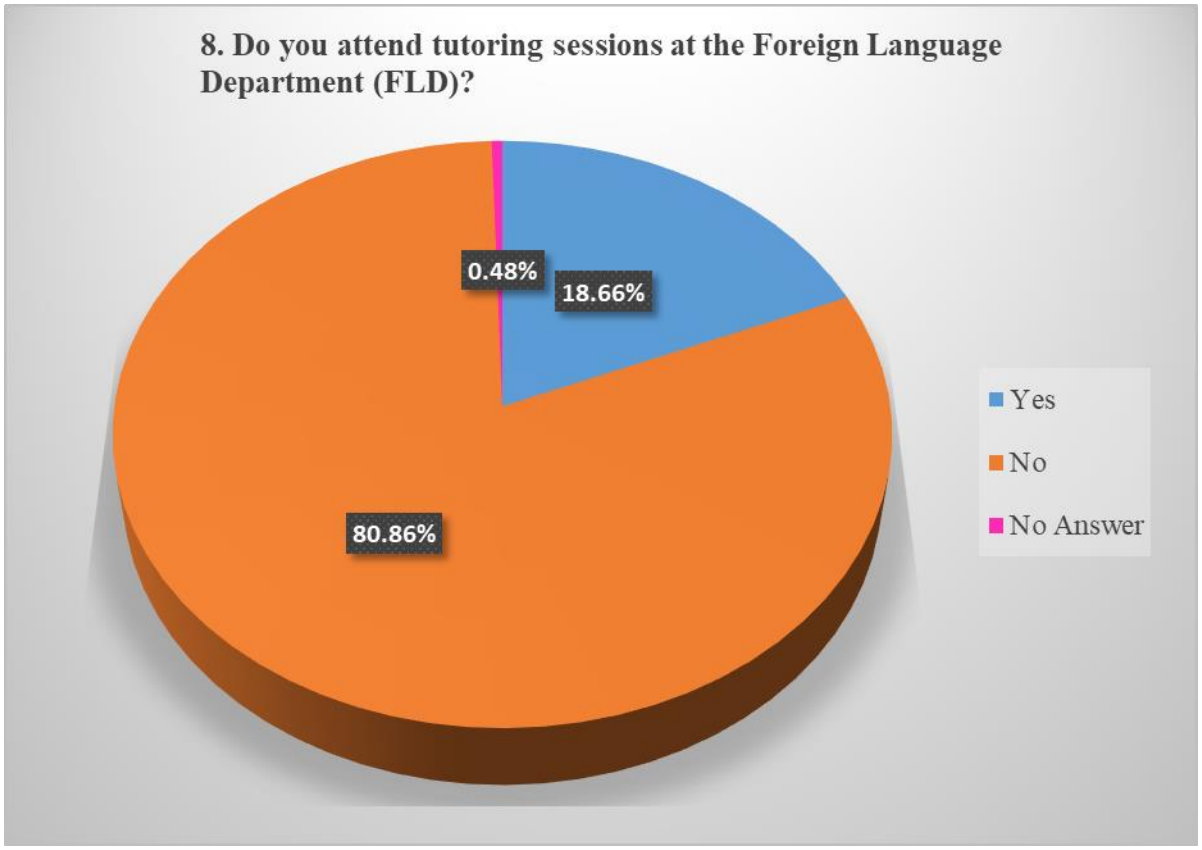
Even though most of the students have heard about tutoring sessions at the Foreign Language Department, neither the teachers nor the teacher assistants are the main source of information about these tutoring sessions. A 60% of the population (126) have not been offered to attend tutoring sessions to improve either their academic performance or their English skills. A 39% of the students (83) answered that these tutoring sessions have been offered to them. 1 student did not provide an answer.

Although an important number of students have been offered to attend tutoring sessions in the Intensive Advanced English I course, most of them have never been told to attend them during the time class of this subject.



GRAPHIC ANALYSIS AND INTERPRETATION:

For most students, attending tutoring sessions can be beneficial for their learning process: 90% of them (189) answered that attending such tutoring sessions can be an effective strategy to reinforce their academic performance; only a 9% (19) of the population do not consider them effective; this opinion about the ineffectiveness of tutoring sessions might be due to the consideration of themselves of being self-sufficient in classes. One student did not answer.

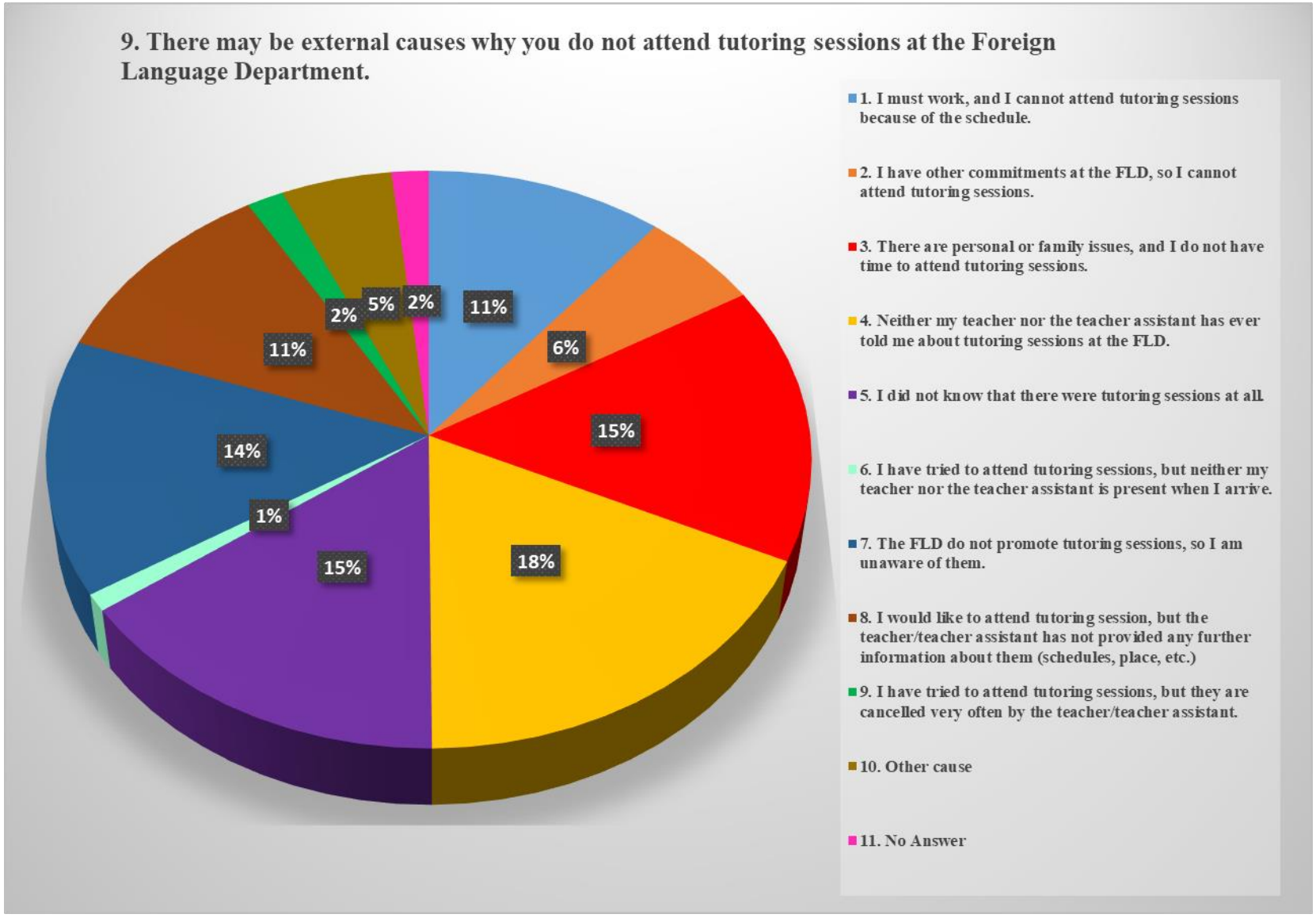


GRAPHIC ANALYSIS AND INTERPRETATION:

The graphic shows that most of the students at the Intensive Advanced English I Courses do not attend tutoring sessions. An 80.86% of them (169) answered "no" while a 18.66% answered they do attend (39). Only 0.48% (1 student) did not answer.

NOTE:

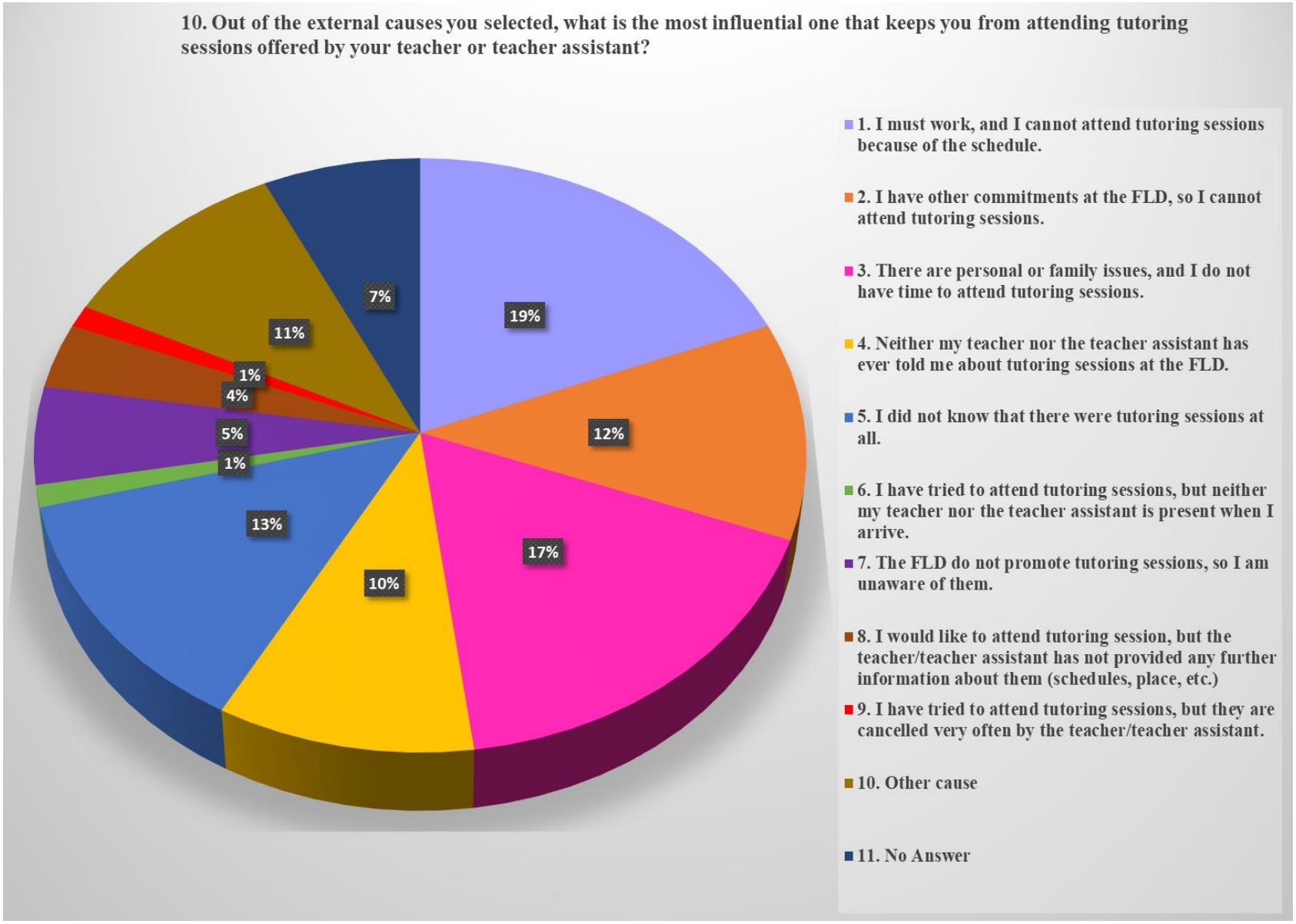
It is very important to point out that these 169 students who do not attend tutoring sessions will be the sample of the population (209) for this study. Only these 169 students will be the Convenience Sample for the answers to questions 9 to 12.


9. There may be external causes why you do not attend tutoring sessions at the Foreign Language Department.
11%
6%
15%
18%
15%
1%
14%
11%
2%
5%
2%
1. I must work, and I cannot attend tutoring sessions because of the schedule.
2. I have other commitments at the FLD, so I cannot attend tutoring sessions.
3. There are personal or family issues, and I do not have time to attend tutoring sessions.
4. Neither my teacher nor the teacher assistant has ever told me about tutoring sessions at the FLD.
5. I did not know that there were tutoring sessions at all.
6. I have tried to attend tutoring sessions, but neither my teacher nor the teacher assistant is present when I arrive.
7. The FLD do not promote tutoring sessions, so I am unaware of them.
8. I would like to attend tutoring session, but the teacher/teacher assistant has not provided any further information about them (schedules, place, etc.)
9. I have tried to attend tutoring sessions, but they are cancelled very often by the teacher/teacher assistant.
10. Other cause
11. No Answer

GRAPHIC ANALYSIS AND INTERPRETATION:

Teachers or teacher assistants do not tell students about tutoring sessions at the Foreign Language Department. This is the most common external cause that prevents students from attending such sessions, according to the 18% of the students' answers. The second most common external cause is personal issues (15%), and unawareness about tutoring sessions is the third one (15%). Lack of promotion from the FLD (14%) is another common external reason why students do not know about tutoring sessions. Not enough information about the tutoring schedule (11%), work (11%) and academic commitments (6%) are other noticeable external causes considered by students. Other external causes (5%) are also considered by them.

This was a multiple-choice question, so this means that the participants' answers vary in numbers; the total of answers is 413 from a sample of 169 students.

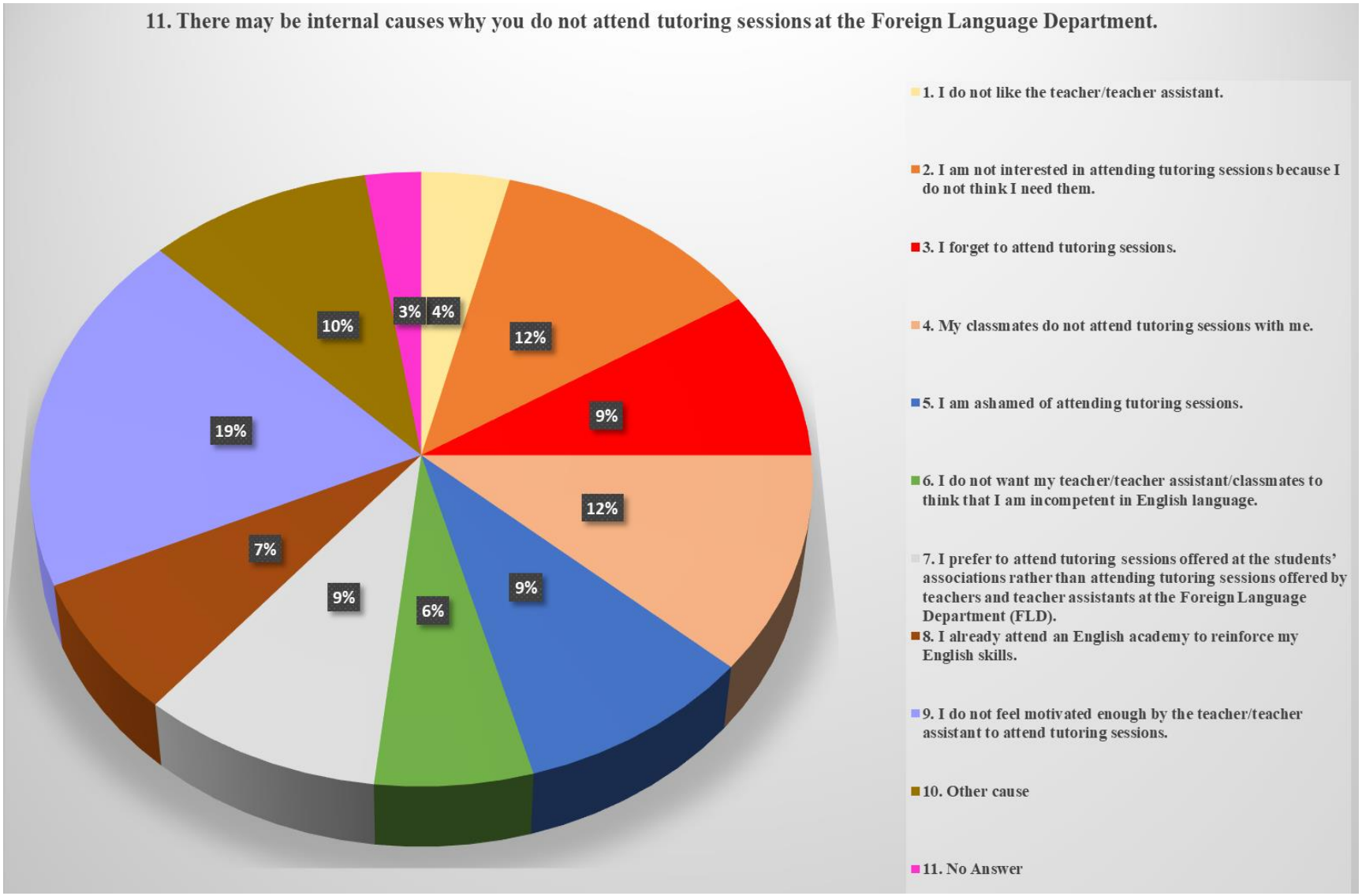

10. Out of the external causes you selected, what is the most influential one that keeps you from attending tutoring sessions offered by your teacher or teacher assistant?
19%
12%
17%
10%
13%
1%
5%
4%
1%
11%
7%
1. I must work, and I cannot attend tutoring sessions because of the schedule.
2. I have other commitments at the FLD, so I cannot attend tutoring sessions.
3. There are personal or family issues, and I do not have time to attend tutoring sessions.
4. Neither my teacher nor the teacher assistant has ever told me about tutoring sessions at the FLD.
5. I did not know that there were tutoring sessions at all.
6. I have tried to attend tutoring sessions, but neither my teacher nor the teacher assistant is present when I arrive.
7. The FLD do not promote tutoring sessions, so I am unaware of them.
8. I would like to attend tutoring session, but the teacher/teacher assistant has not provided any further information about them (schedules, place, etc.)
9. I have tried to attend tutoring sessions, but they are cancelled very often by the teacher/teacher assistant.
10. Other cause
11. No Answer

GRAPHIC ANALYSIS AND INTERPRETATION:

When asking about what every student consider to be the most influential cause why they do not attend tutoring sessions, the research team found a variation in the responses. The most influential external causes according to each student can be divided into two situations: situations outside the Foreign Language Department (FLD) and situations inside the Foreign Language Department.

1. Situations outside the FLD: work duties do not let many students attend tutoring sessions. Surprisingly, a 19% of the students (32) stated that this is the most influential external cause why students do not attend tutoring sessions. A 17% of the students (29) consider personal issues to be the second most influential external cause.

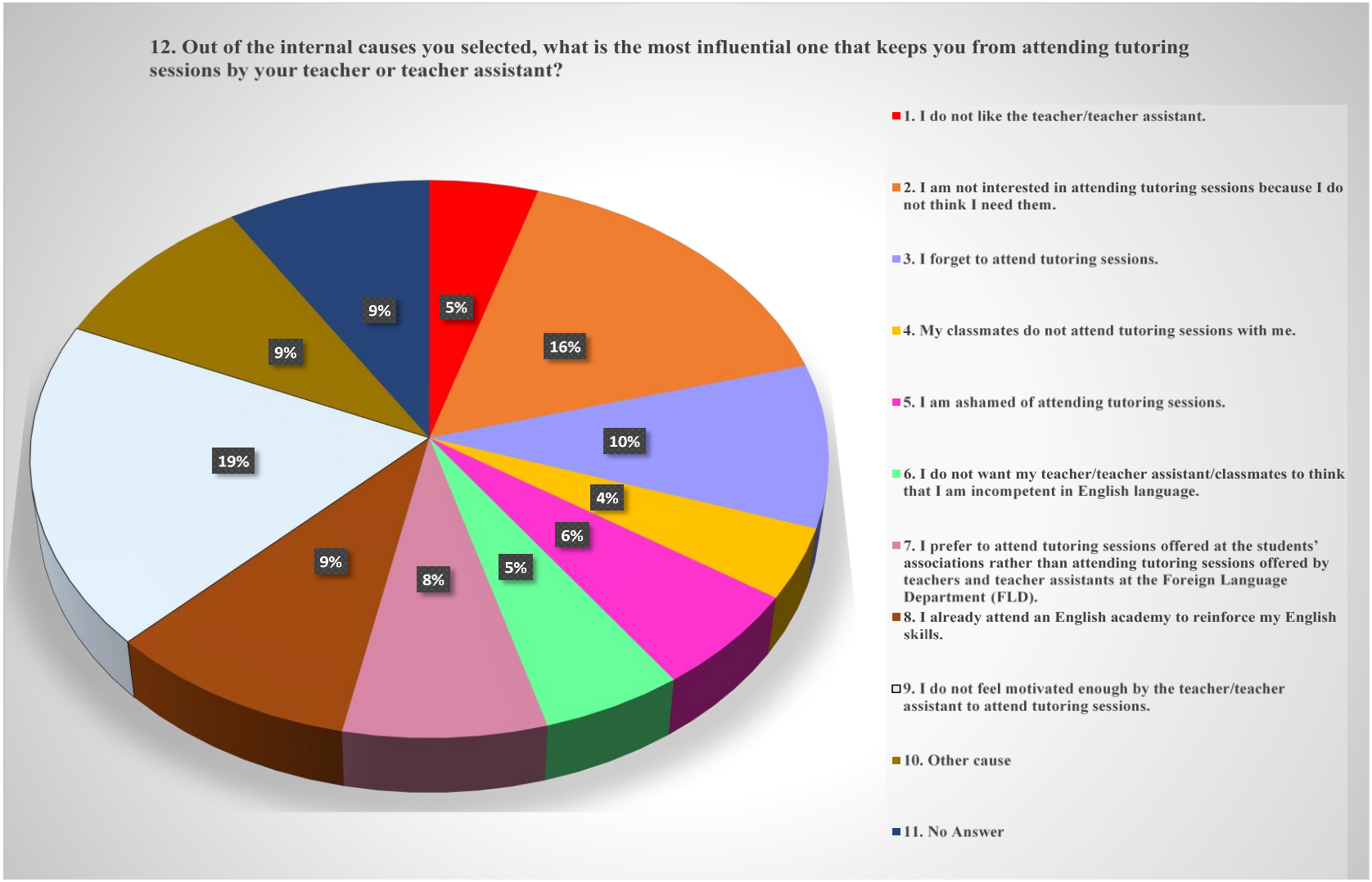
2. Situations inside the FLD: 13% of the students (22) answered that unawareness of tutoring sessions is the most influential external cause; 12% of the students (20) also consider that other commitments at the FLD prevents them from attending tutoring sessions.


11. There may be internal causes why you do not attend tutoring sessions at the Foreign Language Department.
1. I do not like the teacher/teacher assistant.
2. I am not interested in attending tutoring sessions because I do not think I need them.
3. I forget to attend tutoring sessions.
4. My classmates do not attend tutoring sessions with me.
5. I am ashamed of attending tutoring sessions.
6. I do not want my teacher/teacher assistant/classmates to think that I am incompetent in English language.
7. I prefer to attend tutoring sessions offered at the students' associations rather than attending tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department (FLD).
8. I already attend an English academy to reinforce my English skills.
9. I do not feel motivated enough by the teacher/teacher assistant to attend tutoring sessions.
10. Other cause
11. No Answer
4%
12%
9%
12%
9%
6%
9%
7%
19%
10%
3%

GRAPHIC ANALYSIS AND INTERPRETATION:

The most common internal cause why students are reluctant to attend tutoring sessions is the lack of intrinsic and extrinsic motivation: 19% of the students answered that they do not feel motivated to attend tutoring sessions. Uninterest and shyness to attend tutoring sessions alone are the second most common internal cause of student's reluctance (12% each cause). Other causes (10%). Preference to attend tutoring sessions at the student associations (9%), reluctance to seem a low skilled student (9%) and forgetting to attend tutoring sessions (9%) are also common internal causes among students. Only a few students expressed that they prefer to attend an English academy (7%) instead attending tutoring sessions.

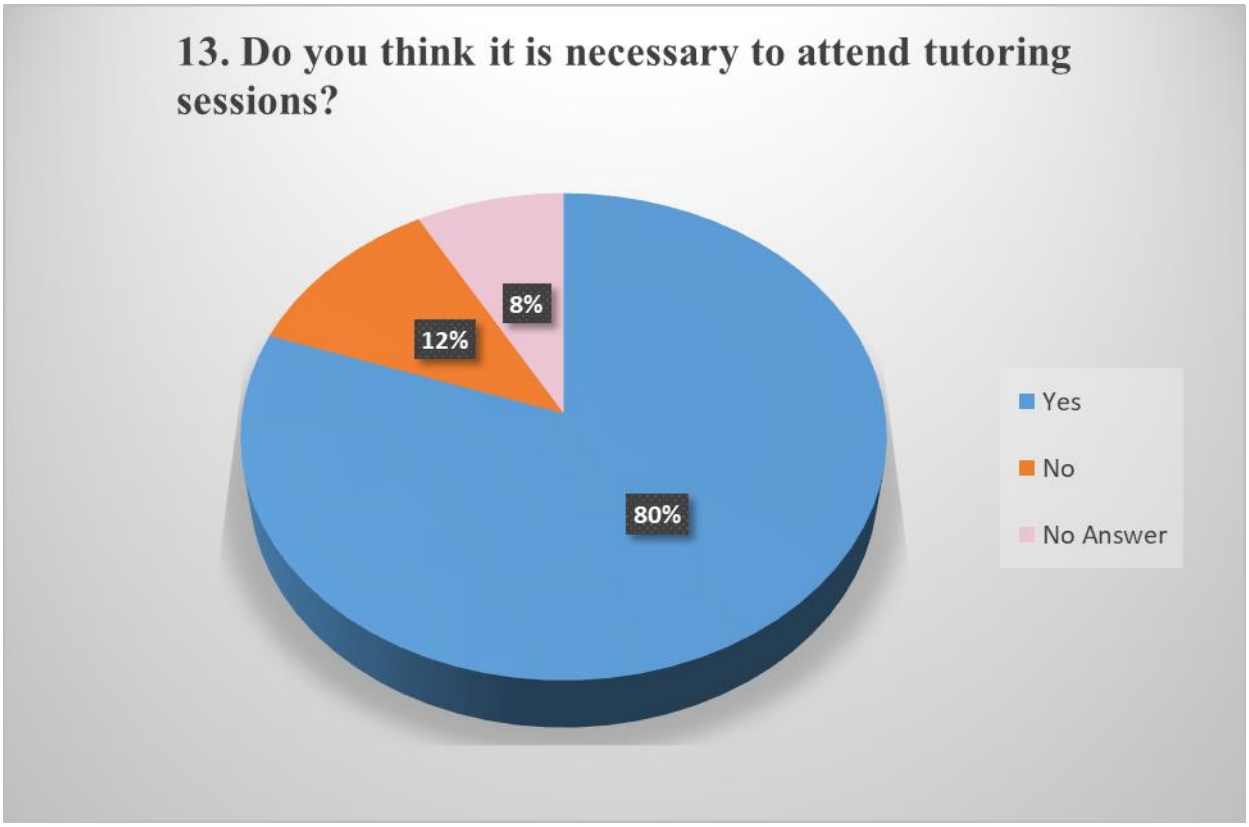
This was a multiple-choice question, so this means that the participants' answers vary in numbers; the total of answers is 270 from a sample of 169 students.


12. Out of the internal causes you selected, what is the most influential one that keeps you from attending tutoring sessions by your teacher or teacher assistant?
5%
16%
10%
4%
6%
5%
8%
9%
19%
9%
9%
1. I do not like the teacher/teacher assistant.
2. I am not interested in attending tutoring sessions because I do not think I need them.
3. I forget to attend tutoring sessions.
4. My classmates do not attend tutoring sessions with me.
5. I am ashamed of attending tutoring sessions.
6. I do not want my teacher/teacher assistant/classmates to think that I am incompetent in English language.
7. I prefer to attend tutoring sessions offered at the students' associations rather than attending tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department (FLD).
8. I already attend an English academy to reinforce my English skills.
9. I do not feel motivated enough by the teacher/teacher assistant to attend tutoring sessions.
10. Other cause
11. No Answer

GRAPHIC ANALYSIS AND INTERPRETATION:

The results showed once again that lack of intrinsic and extrinsic motivation is the most influential cause of student's reluctance to attend tutoring sessions; 19% of the students (32) answered that they do not feel motivated to attend tutoring sessions. The second most influential internal cause is students uninterest in attending tutoring sessions since they consider they have a decent level of English to cope with the Intensive Advanced English I course with the 16% of the answers (27 students). A 10% of the answers (16 students) answered that they forget to attend tutoring sessions which is the third most influential cause of students' reluctance to attend tutoring sessions.

Additional internal causes of students' reluctance to attend tutoring sessions are attending an English academy (16 students), and other internal causes (16 students) which share a 9% of the answers. Another 9% of the students (15) did not answer the question. An 8% of the students (13) found more convenient to attend tutoring sessions offered at the students' associations rather than teachers and teacher assistants tutoring. Shyness is the most influential internal cause for a 6% of the students (10). Not to seem a low skilled student is the most influential internal cause for only a 5% of the students (9); the same percentage of students (8) do not like the teacher or teacher assistant who offer tutoring sessions, therefore they do not attend. Just a few students (7) would not like to attend tutoring sessions alone with a 4% of the answers.



GRAPHIC ANALYSIS INTERPRETATION:

Most students agreed that it is necessary to attend tutoring sessions. An 80% of the students' population (168) answered "Yes". Students think that attending tutoring sessions could be a good way to improve their English skills and to reinforce the content of the topics they are studying in the course. Only a 12% of the students (24) consider that attending tutoring sessions is not necessary because they can do self-study. 17 students did not provide any answer (8%).

STUDENTS' POINT OF VIEW ABOUT TUTORING SESSIONS

14. What should the teacher/teacher assistant/FLD authorities do to motivate students to attend tutoring sessions?

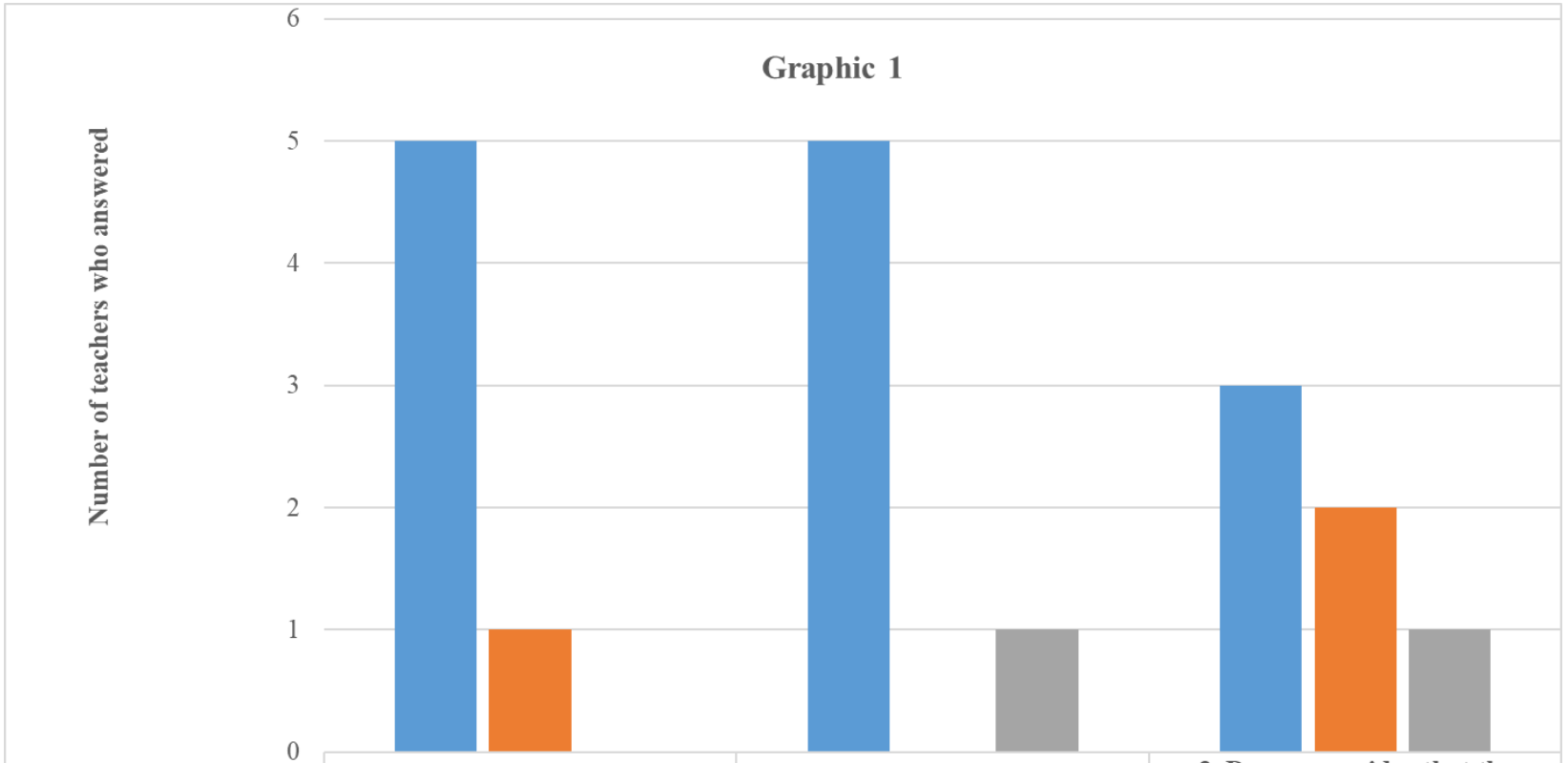
Since this question was an open one, it was not possible to graphic the result because of the huge variety of the answers. Nevertheless, the research team made a list with the most repeated similar answers in order to reflect the student's opinions about motivating students to attend tutoring sessions:

- To promote tutoring sessions through ads and social networks.
- Teachers should insist on telling students about the importance and benefits of attending tutoring sessions.
- Tutoring should be mandatory, or at least give some extra points to those students with low academic performance who attend.
- Flexible and fixed schedules for tutoring sessions.
- Teachers and teacher assistants should show more willingness to attend tutoring sessions.
- Focus on hard topics during the tutoring sessions and provide adequate feedback.
- Teachers and teacher assistants should inspire confidence.

Tutoring sessions for students with disabilities.

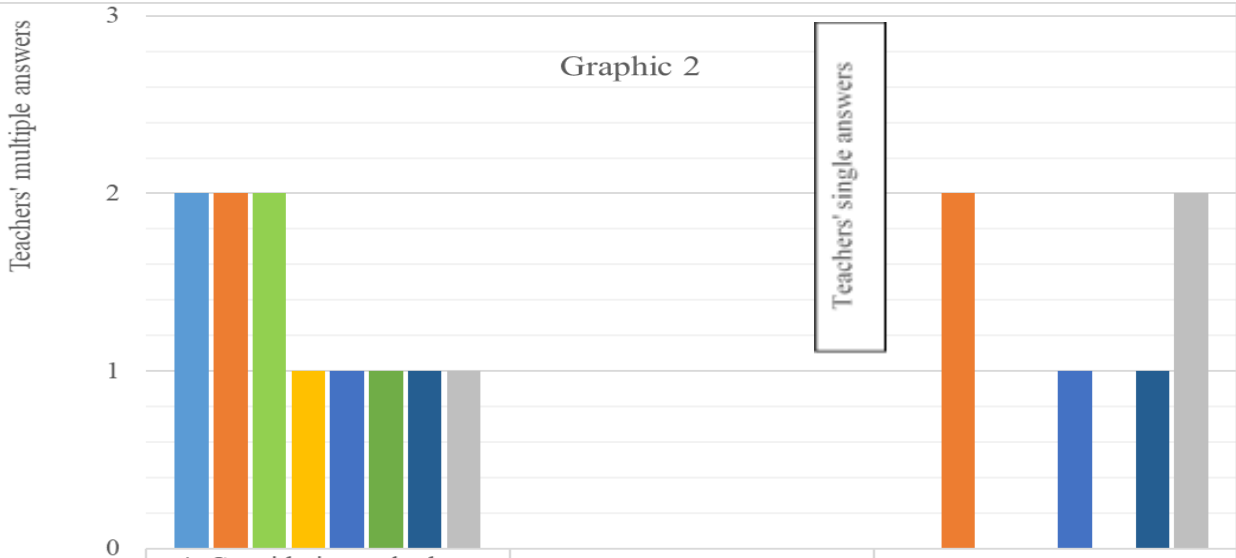
A small portion of the students' population have some disabilities, and they expressed that there should be more extrinsic motivation for them to attend tutoring sessions.

1. ANALYSIS AND INTERPRETATION OF INTERVIEWS TO PERMANENT TEACHERS

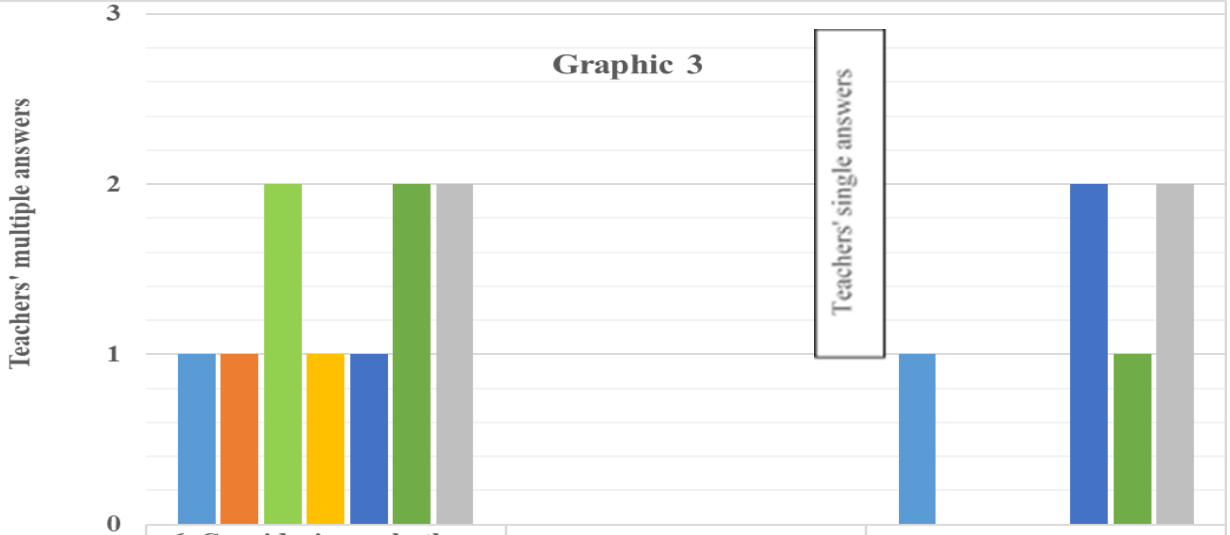


	1. Do you offer tutoring sessions to your students?	2. Do your students attend your tutoring sessions?	3. Do you consider that the percentage of your students attending your tutoring sessions is low?
YES	5	5	3
NO	1	0	2
NO ANSWER or N/A	0	1	1

Graphic 2



	4. Considering only those students who do not attend your tutoring sessions, what external causes do you think are the most relevant in student's reluctance to attend such sessions?		5. In your opinion, what is the most influential external cause of the student's reluctance to attend tutoring sessions?
They must work (no time to attend tutoring sessions)	2		
Other commitments at the FLD	2		2
Personal issues	2		
No personal space. (office) (desk)	1		
Lack of interest.	1		1
The FLD does not promote tutoring sessions, and students are unaware of them	1		
Other external causes	1		1
No answer or N/A	1		2



	6. Considering only those students who do not attend your tutoring sessions, what INTERNAL causes do you think are the most relevant in student's reluctance to attend such sessions?		7. In your opinion, what is the most influential INTERNAL cause of the student's reluctance to attend tutoring sessions?
Tutoring sessions are not offered to them	1		1
They forget to attend tutoring sessions	1		
Their classmates don't attend tutoring sessions with them	2		
They're ashamed of attending tutoring sessions	1		
There's no need or there's uninterest in attending tutoring sessions	1		2
Other internal causes	2		1
No answer or N/A	2		2

Answers gotten from every permanent teacher

QUESTION	RESPONDENT GROUP 01	RESPONDENT GROUP 03	RESPONDENT GROUP 04	RESPONDENT GROUP 07	RESPONDENT GROUP 08	RESPONDENT GROUP 09
What is the role in your class?	Teacher (permanent)	Teacher (permanent)	Teacher (permanent)	Teacher (permanent)	Teacher (permanent)	Teacher (permanent)
1. Do you offer tutoring sessions to your students?	Yes, I offer them to those students who show an English level mastery below the minimum expected for the level under way. I do it by appointment, not by an open call.	Yes, because I believe that students can improve if you give them personalized attention and help. I went through that as a student, and tutorials gave me confidence and improvement.	No, I don't	Yes, I have told them I'm available for any kind of consultations (including tutoring) in my cubicle; however, this semester I don't have a teacher assistant that can assist me. Nevertheless, if there's any inquiry or clarifications they need, I do it via Facebook.	Yes	Yes, I do. Not on a face-to-face basis since time is very limited, but I am sending them additional materials and resources for them to practice. I offer tutoring because it's part of our academic responsibilities and, it's a chance for those students who are a little bit backwards to catch up with their own learning.
2. Do your students attend to your tutoring sessions?	Yes	Yes	No answer	Not physically, but some of them do it by other means.	Yes	Yes
3. Do you consider that the percentage of students attending your tutoring sessions is low?	No	Yes	No answer	Yes; it basically the same people asking several times.	Yes	No

Question	Respondent group 01	Respondent group 03	Respondent group 04	Respondent group 07	Respondent group 08	Respondent group 09
4. For sts who do not attend your tutoring sessions, what external causes do you think are the most relevant in student's reluctance to attend?	N/A	They must work (no time to attend tutoring sessions) / They have other commitments at the FLD / Personal and family issue	No personal space. (office) (desk)	They have other commitments at the FLD, so they cannot attend tutoring sessions. There are personal or family issues, and they do not have time to attend tutoring sessions.	Lack of interest.	They must work (no time to attend tutoring sessions) / The FLD does not promote tutoring sessions, and students are unaware of them / Other external causes (there's no a culture for tutoring sessions at the FLD).
5. In your opinion, what is the most influential external cause of the student's reluctance to attend tutoring sessions?	N/A	*"Other commitments at the FLD"* since I scheduled the sessions on Fridays in the morning, but students had other subjects, and those couldn't attend.	No answer	*"They have other commitments at the FLD"* because this semester they are having a French speaking festival; they do not dedicate time only to English but also French since it is the Modern Language major.	Time and lack of interest.	*Other external causes (there's no a culture for tutoring sessions at the FLD).*

6. For those sts who do not attend your tutoring sessions, what internal causes do you think are the most relevant in student's reluctance to attend?	N/A	N/A	Tutoring sessions are not offered	They forget to attend tutoring sessions; their classmates don't attend tutoring sessions with them, they're ashamed of attending tutoring sessions, and other internal reasons since some of them find it difficult to reach me and ask me questions because of the distance, so they prefer to look for tech options.	Uninterest in attending tutoring sessions.	They do not like the teacher or teacher assistant / Their classmates do not attend tutoring sessions with them / They do not want their teacher, teacher assistant, or classmates to think that they are low proficient at English / Other external causes (there's no a culture for tutoring sessions at the FLD).

Question	Respondent group 01	Respondent group 03	Respondent group 04	Respondent group 07	Respondent group 08	Respondent group 09
7. In your opinion, what is the most influential internal cause of the student's reluctance to attend tutoring sessions?	N/A	N/A	Tutoring session are not offered since there is not office to hours teachers contracted.	*"They do not need them"* In general, I think they do not need tutoring sessions. since they are having a good performance; we had a diagnostic evaluation at the beginning of the semester and most of them had a very good performance.	Uninterest in attending tutoring sessions. Because students think the class is enough.	*Other external causes* (there's no a culture for tutoring sessions at the FLD; besides, students do not see tutoring sessions as a must).
How would you motivate students to attend your tutoring sessions?	N/A	One way could be changing the schedule to one that all of them can come; another could be having interesting sessions with games, videos, and authentic materials. Even if I bring native speakers would be great!	Tutoring to reinforce their weak skills and using authentic material or sources.	They should learn about the variety of tutoring sessions activities there are; not only grammar but also reading and pronunciation.	Attend online tutoring: e-mails.	Additional percentage when grading participation or make tutoring sessions mandatory. Also, students could get extra credits for attending tutoring sessions.

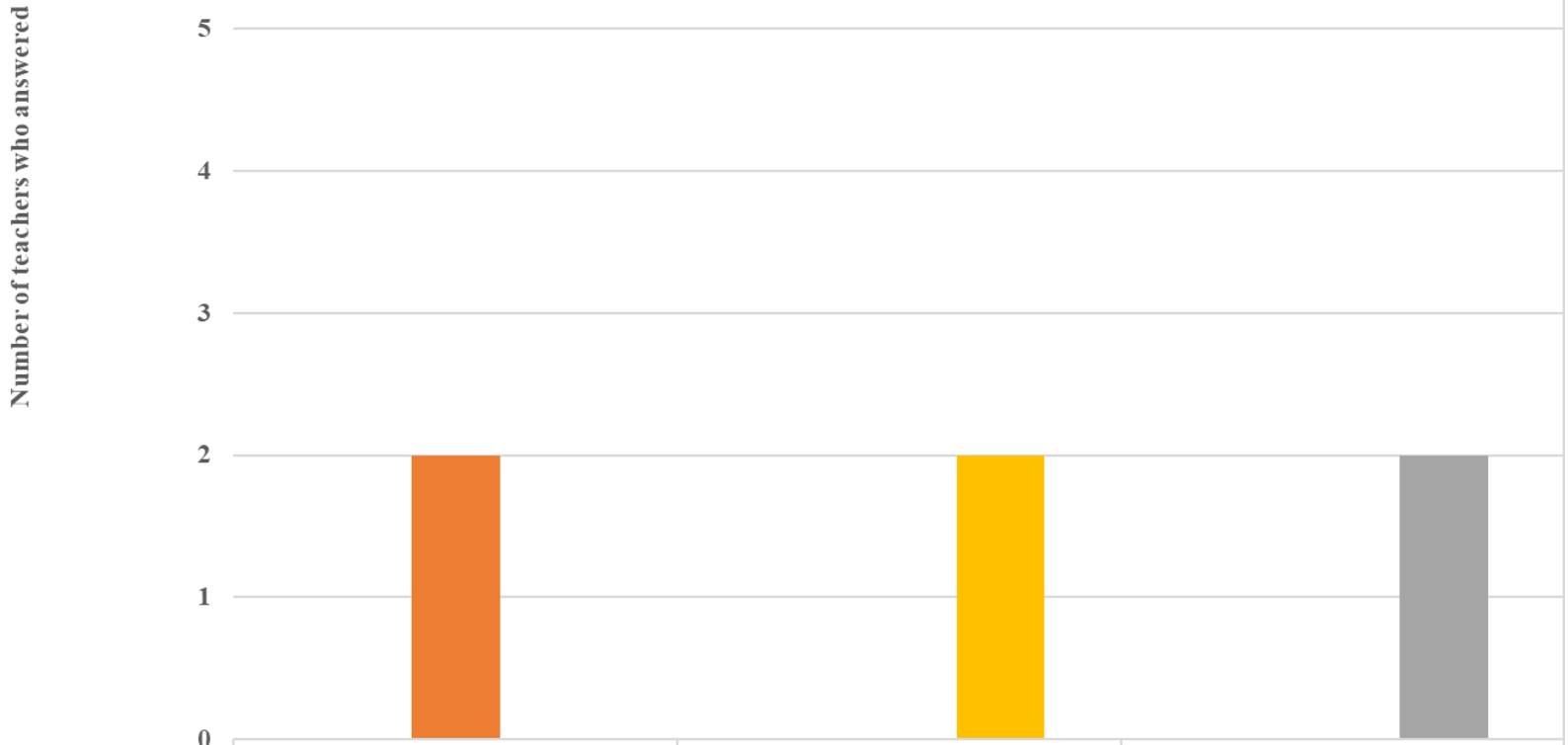
Analysis and interpretation of data:

The results show that 5 permanent teachers offer tutoring sessions to their students; only 1 does not. The reason why they offer tutoring is to help those students with low English level improve their performance through personalized attention, or technological resources. Additionally, 3 teachers consider that the percentage of students attending their sessions is low, but 2 teachers consider that percentage not to be low. When asked about the most influential external cause of students' nonattendance at tutoring sessions, teachers considered that having other commitments at the FLD prevents students to be in such sessions since most students must attend other classes and activities, lack of time, and even the lack of culture regarding to tutoring sessions at the FLD are also external causes.

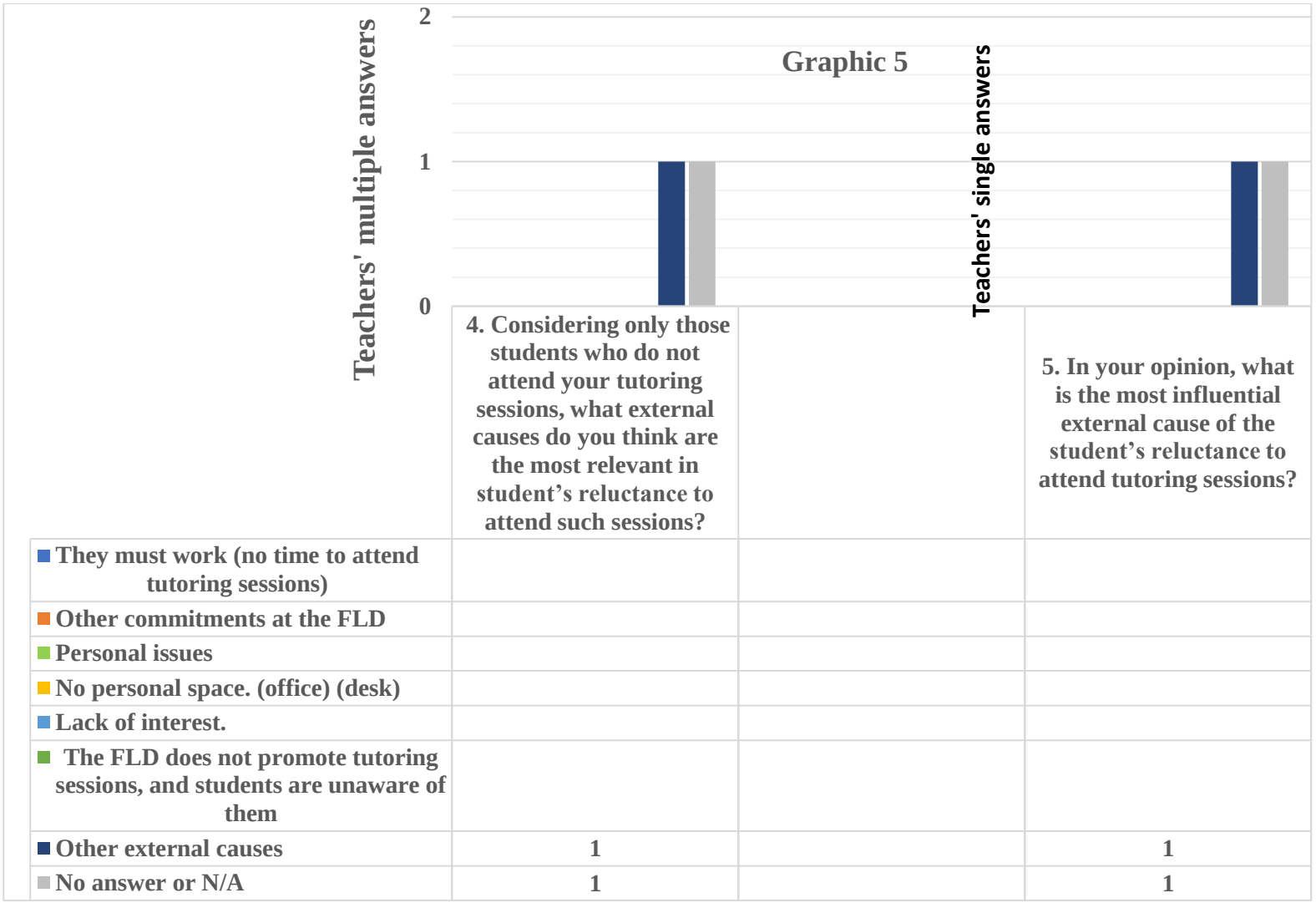
Teachers were also inquired about what internal cause they consider to be the most influential one in students' reluctance to attend tutoring sessions, and most teachers answered that there is no interest from students to get tutoring at the FLD because the students' English performance is effective enough to cope with their academic duties, or they are reluctant to attend since tutoring sessions are not mandatory. In the last question about motivating students to attend tutoring sessions, teachers propose to schedule tutoring sessions in a way students can attend, to have more interest activities in the sessions and to use authentic materials, to offer online tutoring sessions, and to make tutoring sessions mandatory and reward those low performance students who attend with extra credits for the course they attend tutoring sessions.

2. ANALYSIS AND INTERPRETATION OF INTERVIEWS TO HOURLY-PAID TEACHERS

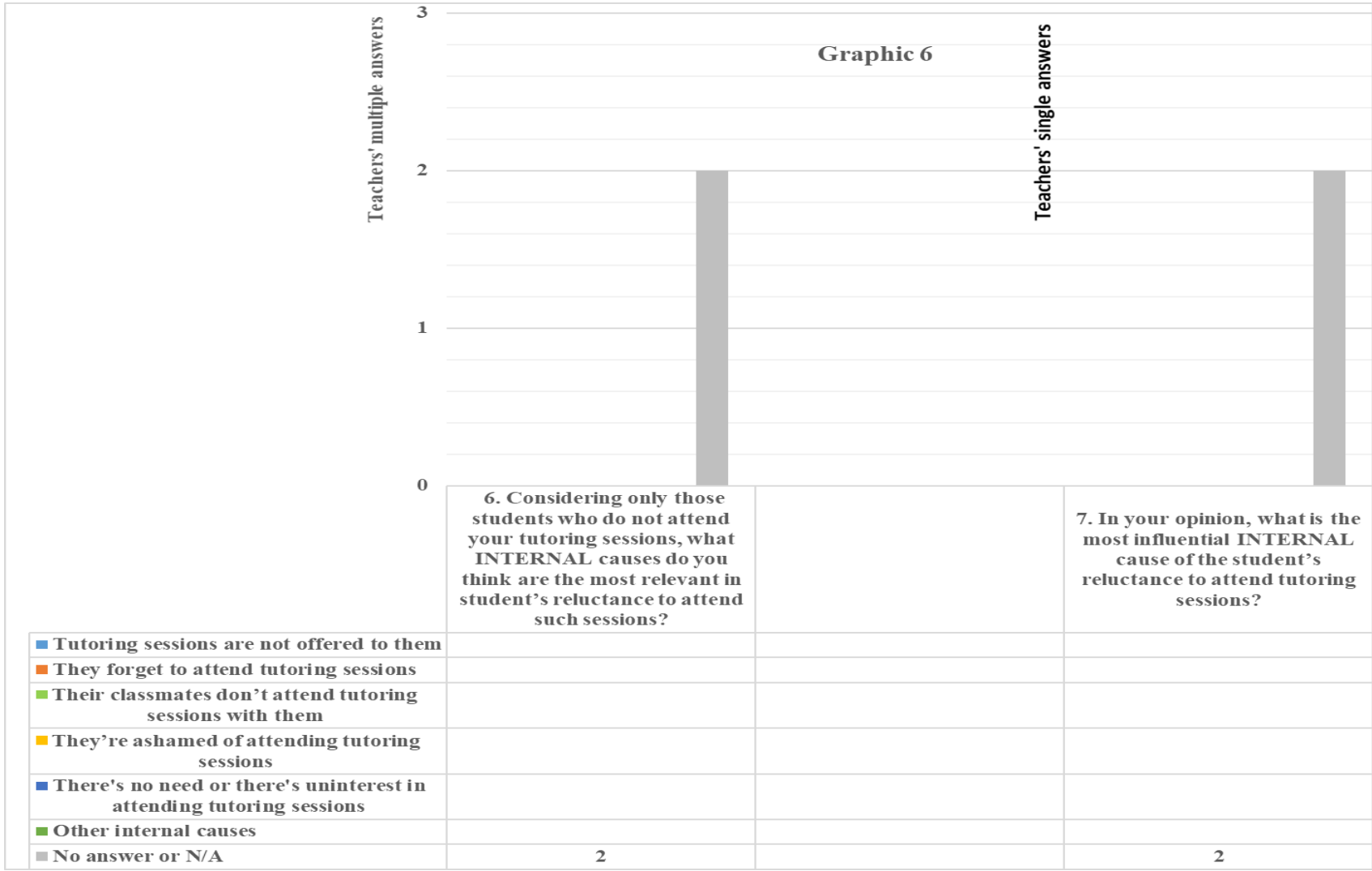
Graphic 4



	1. Do you offer tutoring sessions to your students?	2. Do your students attend your tutoring sessions?	3. Do you consider that the percentage of your students attending your tutoring sessions is low?
YES	0	0	0
NO	2	0	0
NO ANSWER or N/A	0	2	2



They must work (no time to attend tutoring sessions)			
Other commitments at the FLD			
Personal issues			
No personal space. (office) (desk)			
Lack of interest.			
The FLD does not promote tutoring sessions, and students are unaware of them			
Other external causes	1		1
No answer or N/A	1		1



	6. Considering only those students who do not attend your tutoring sessions, what INTERNAL causes do you think are the most relevant in student's reluctance to attend such sessions?		7. In your opinion, what is the most influential INTERNAL cause of the student's reluctance to attend tutoring sessions?
Tutoring sessions are not offered to them			
They forget to attend tutoring sessions			
Their classmates don't attend tutoring sessions with them			
They're ashamed of attending tutoring sessions			
There's no need or there's uninterest in attending tutoring sessions			
Other internal causes			
No answer or N/A	2		2

Answers gotten from every hourly-paid teacher

QUESTION	RESPONDENT GROUP 02	RESPONDENT GROUP 06
What is the role in your class?	**Teacher (hourly-paid)**	**Teacher (hourly-paid)**
1. **Do you offer tutoring sessions to your students?**	**No, because it is difficult for me to have this kind of sessions since we (hourly-paid teachers) have a different contract from the Foreign language department, so there's no an adequate place to take students to those sessions.**	**No, I don't because I'm an hourly teacher, and I don't have much availability. I have done it before in past semesters, but I haven't had the chance this time.** **I don't have information about tutoring sessions taking place at the FLD this semester. Besides, I don't even have a teacher assistant.**
2. **Do your students attend to your tutoring sessions?**	**N/A**	**N/A**
3. **Do you consider that the percentage of students attending your tutoring sessions is low?**	**N/A**	**N/A**
4. **Considering only those students who do not attend your tutoring sessions, what external causes do you think are the most relevant in student's reluctance to attend such sessions?**	***"Other causes";* there's no an adequate place to provide tutoring sessions.**	**No answer**
5. **In your opinion, what is the most influential external cause of the student's reluctance to attend tutoring sessions?**	***"Other causes";* there's no an adequate place to provide tutoring sessions; however, I provide in-class feedback to students or by texting me.**	**No answer**

QUESTION	RESPONDENT GROUP 02	RESPONDENT GROUP 06
6. **Considering only those students who do not attend your tutoring sessions, what <u>internal</u> causes do you think are the most relevant in student's reluctance to attend such sessions?**	**No answer**	**No answer**
7. **In your opinion, what is the most influential <u>internal</u> cause of the student's reluctance to attend tutoring sessions?**	**No answer**	**No answer**
How would you motivate students to attend your tutoring sessions?	**Since speaking is the most common skill students are dealing with, I assign topics they're interested on.** **I also think tutoring sessions should be mandatory for individual students. Also, FLD should encourage students in their social hours to support tutoring sessions.**	**N/A**

Analysis and interpretation of data:

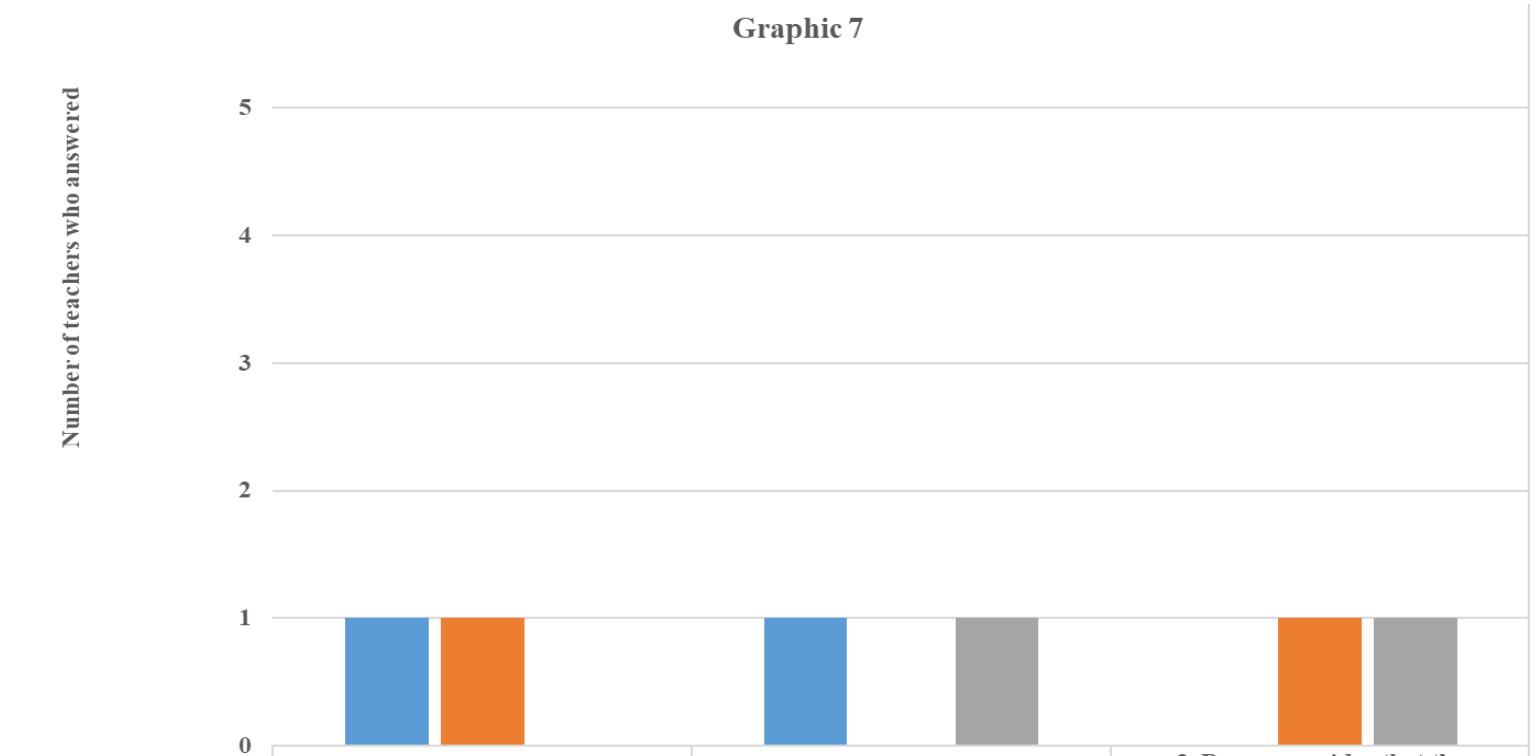
Both hourly-paid teachers who were interviewed do not offer tutoring sessions because of either lack of availability or not having an appropriate and permanent place to offer their tutoring sessions.

Not having an adequate place is the most influential external cause of students' nonattendance at tutoring sessions for 1 teacher; nevertheless, this teacher still offers feedback to their students. The other one did not provide an answer for the rest of the questions.

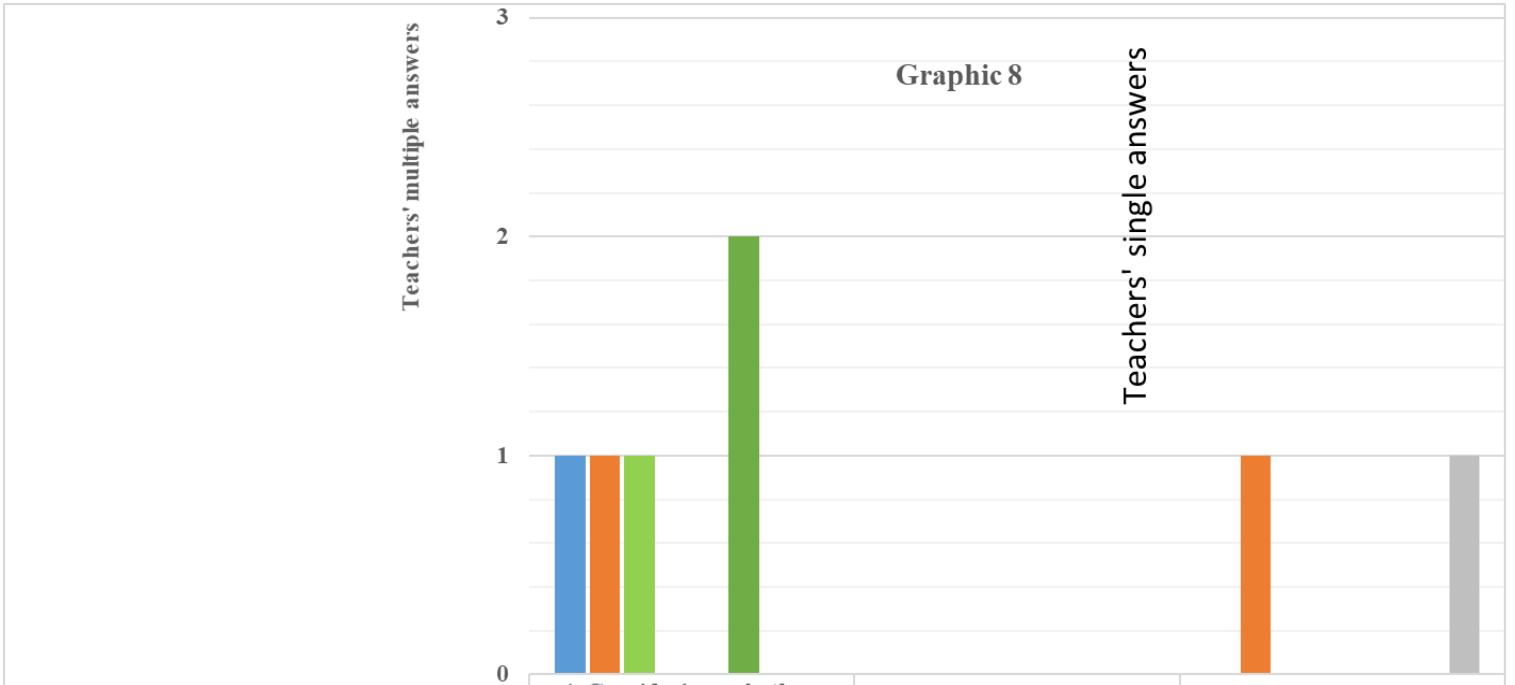
For the final question, the teacher who answered considered that tutoring should be mandatory for individual students, and the teacher also recommends that the FLD should let students who need to complete their social hours to offer tutoring sessions.

1. ANALYSIS AND INTERPRETATION OF INTERVIEWS TO TEACHER ASSISTANTS

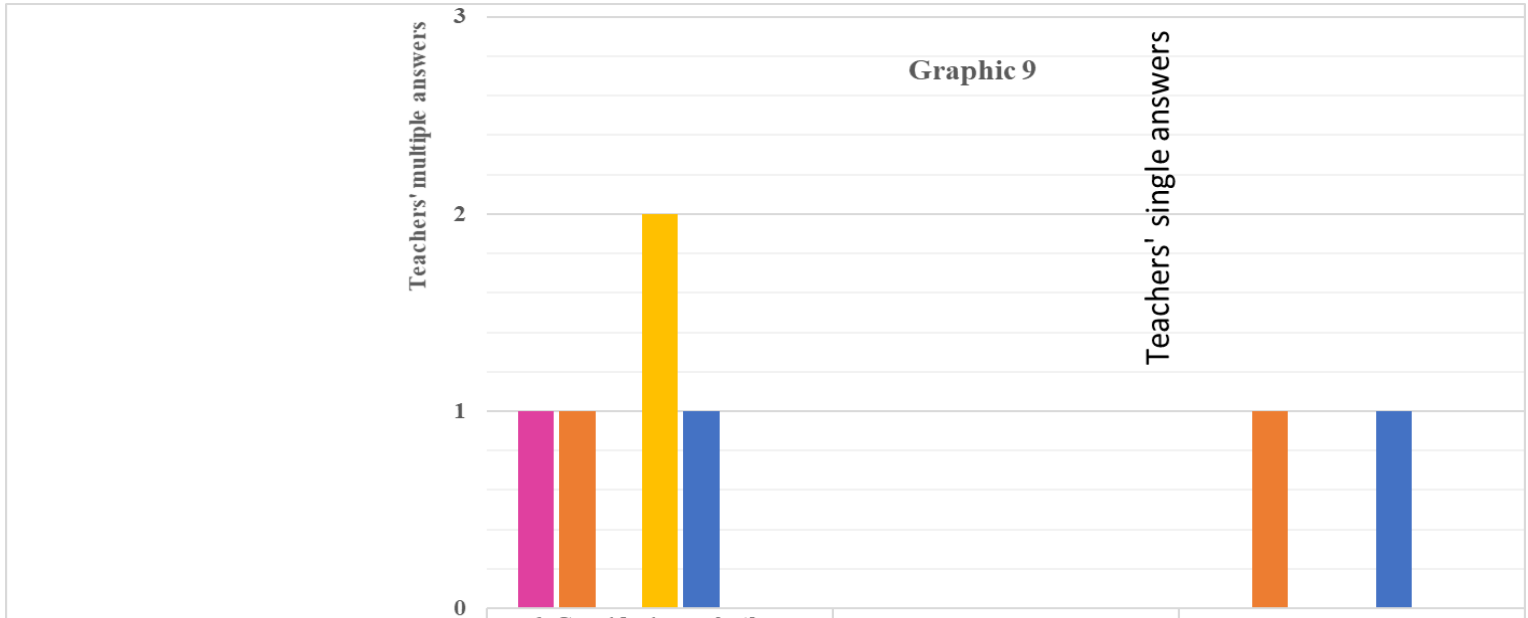
Graphic 7



	1. Do you offer tutoring sessions to your students?	2. Do your students attend your tutoring sessions?	3. Do you consider that the percentage of your students attending your tutoring sessions is low?
YES	1	1	0
NO	1	0	1
NO ANSWER or N/A	0	1	1



	4. Considering only those students who do not attend your tutoring sessions, what external causes do you think are the most relevant in student's reluctance to attend such sessions?		5. In your opinion, what is the most influential external cause of the student's reluctance to attend tutoring sessions?
They must work (no time to attend tutoring sessions)	1		
Other commitments at the FLD	1		1
Personal issues	1		
No personal space. (office) (desk)			
Lack of interest.			
The FLD does not promote tutoring sessions, and students are unaware of them	2		
Other external causes			
No answer or N/A			1



	6. Considering only those students who do not attend your tutoring sessions, what INTERNAL causes do you think are the most relevant in student's reluctance to attend such sessions?		7. In your opinion, what is the most influential INTERNAL cause of the student's reluctance to attend tutoring sessions?
They prefer to attend tutoring sessions offered at the students' associations	1		
Schedule	1		1
Their classmates don't attend tutoring sessions with them			
They don't want to seem like low-skilled students	2		
There's no need or there's uninterest in attending tutoring sessions	1		1
Other internal causes			
No answer or N/A			

Answers gotten from every teacher assistant

QUESTION	RESPONDENT GROUP 01	RESPONDENT GROUP 03
What is the role in your class?	Teacher assistant	Teacher assistant
1. Do you offer tutoring sessions to your students?	Yes, I do because it isn't enough the time students spend in their classes to develop their skills; they need to practice outside the classrooms, clarify their doubts about any topic. So, tutoring sessions are very important.	No
2. Do your students attend to your tutoring sessions?	Yes	No Answer
3. Do you consider that the percentage of students attending your tutoring sessions is low?	No	No Answer
4. Considering only those students who do not attend your tutoring sessions, what external causes do you think are the most relevant in student's reluctance to attend such sessions?	✓ They must work (no time). ✓ Personal or family issues. ✓ Other commitments at the FLD. ✓ The FLD do not promote tutoring sessions.	✓ Students are not informed about tutoring sessions. ✓ Students do not know about tutoring sessions. ✓ The FLD do not promote tutoring sessions. ✓ Students would like to attend tutoring sessions, but the teacher or teacher assistant do not provide them information.
5. In your opinion, what is the most influential external cause of the student's reluctance to attend tutoring sessions?	Other commitments at the FLD. Because they have other classes at the time of the tutoring sessions,	No Answer

QUESTION	RESPONDENT GROUP 01	RESPONDENT GROUP 03
6. Considering only those students who do not attend your tutoring sessions, what internal causes do you think are the most relevant in student's reluctance to attend such sessions?	✓ Uninterest in attending tutoring sessions. ✓ Students do not want their teacher to think they are low-skilled students. ✓ They prefer to attend tutoring sessions offered at the students' associations.	Students would not like that teacher or teacher assistant think they are incompetent in English language.
7. In your opinion, what is the most influential internal cause of the student's reluctance to attend tutoring sessions?	Uninterest in attending tutoring sessions, because some of them think tutoring sessions are not necessary.	Schedule, because they have other schedules and other things to do. Also, they seem to be in the level they are supposed to be.
8. How would you motivate students to attend your tutoring sessions?	Making emphasis in the problems they show in classes, telling them that they can improve practicing the most as they can.	By making them know that the harder they work on themselves, the better they will perform and develop language skills.

Analysis and interpretation of data:

Teacher assistants at the FLD provide help for teachers in many ways, but their assistance is not only limited to teachers but also to students. 1 of the teacher assistants who were interviewed offers tutoring sessions to students since attending only regular classes is not enough for students to develop their English skills. The other assistant did not provide an answer.

Among the external causes of students' absence to tutoring sessions, both assistants mentioned that what causes such nonattendance is that students have other commitments at the FLD, the unawareness of students regarding to tutoring sessions, and the lack of promotion from the FLD about tutoring sessions. 1 of the respondents answered that the most influential external cause was the students' lack of time for attending tutoring sessions due to other commitments at the FLD. The other assistant did not answer this question.

When inquired about the most influential internal cause of the student's reluctance to attend tutoring sessions, 1 assistant consider that it is the uninterest of students on tutoring sessions, the reason of this is that these students think this kind of tutoring is not necessary. The other assistant stated that students do not have time to attend these sessions, or such students seem to have the level required for the course they are attending.

Finally, in the question about how to motivate students to attend tutoring sessions, the first assistant recommends that teachers should make emphasis in the language deficiency some students show in class, and teachers should encourage students to practice as much as possible to overcome such problems. The second assistant also stated that teachers should encourage students to work hard in order to develop their language skills.

CHAPTER VI

RESULTS

Answers to the research question and subsidiary questions

In order to find out what the causes of students' reluctance and low attendance to tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department in the University of El Salvador are, the research team administered a survey to 8 groups enrolled in the Intensive Advanced English I course in semester II/2018.

At the end of the data analysis, a series of data was obtained, which will be useful to answer the research question and subsidiary questions.

ANSWER TO THE RESEARCH QUESTION:

What are the main causes why students from the Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions?

There is a short list taken from the data analysis showing the causes that prevents students from attending such session:

- Work duties.
- Teacher and teacher assistants do not inform students about tutoring sessions.
- Personal or family issues.
- Students are unaware of tutoring sessions at the FLD.
- Lack of motivation from teachers and/or teacher assistants to students.
- Students show a lack of interest in attending tutoring sessions.

ANSWER TO THE SUBSIDIARY QUESTIONS:

1. **What are the external and internal causes why students from the Intensive Advanced English I courses at the Foreign Language Department do not attend English tutoring sessions?**

The causes of students' unattendance to tutoring sessions can be divided into external (causes that do not depend on students either outside or inside the FLD) or internal (students' attitude towards tutoring sessions, like reluctance).

The most relevant external cause, according to the data gathered, is job duties.

There are other relevant external causes of students' unattendance to tutoring sessions inside of the FLD:

- Unawareness of tutoring sessions (students do not know that there are tutoring sessions at all)
- Teachers and teacher assistants do not provide information to students about tutoring sessions.

This may be caused by the uninterest from the FLD community in the tutoring action in general; there is no actually a "tutoring culture" for tutoring sessions, and this shows that tutoring is not taken as an important academic process as it is not mandatory as Social Service advisory or regular classes are.

And among the internal causes, the most relevant are lack of motivation from students, and the lack of interest from students to attend tutoring sessions.

2. **Which are the most influential causes on students' reluctance to attend tutoring sessions?**

   - Lack of interest: a lot of students consider that they do not need tutoring sessions since they have enough level to cope with the Intensive Advanced English II course.

   - Lack of motivation: those students who would like to reinforce their English skills by attending tutoring session stated that they do not feel enough motivated by their teachers or teacher assistants; therefore, they are reluctant to attend such sessions.

Having all the results, the research team found out that the most influential cause of students' reluctance from the Intensive Advanced English I Courses to Attend tutoring sessions with their teacher and/or teacher assistant, semester II-2018 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador is the lack of motivation.

Even though it is expected that the tutor and the tutored student get to reach a close academic relationship in order to promote motivation to participate in the tutoring process (Chávez Rocha1; Vargas Cortez, 2007), it is not the case of tutoring in the FLD: teachers and teacher assistants do not inform students in an accurate way about tutoring sessions.

Besides, students do not feel motivated to attend tutoring sessions since there is no an intrinsic motivation that encourage students to attend (or at least try to attend) tutoring sessions with their teachers and teacher assistants. Because of this, students are reluctant to attend tutoring sessions.

4. Does the Foreign Language Department have a culture of tutoring?

No, it doesn't because, generally speaking, tutoring is not considered to be as essential as other academic activities in the FLD.

CONCLUSIONS

Based on the data obtained through the analysis and interpretation of the results on the study: “The Internal and External Causes of Students’ Reluctance from the Intensive Advanced English I Courses to Attend Tutoring Sessions with their Teacher and/or Teacher Assistant, Semester II-2018 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador”, the research team concludes that:

1) From all the external causes why students do not attend tutoring sessions, working is the main cause.

2) Lack of motivation is the main internal cause of students’ reluctance to attend tutoring sessions, being at the same time the most influential cause of all of them.

3) The FLD does not have a culture of tutoring and does not inform students about the different tutoring programs.

4) Students are generally uninterested in attending tutoring sessions.

RECOMMENDATIONS

The following recommendations are based on the data gathered from surveys administered to the students of the Intensive Advanced English I courses and the interviews to the teachers and teacher assistants of the same courses as well as authors cited in the theoretical framework; also based on the impressions and points of view from students, teachers, teacher assistants, and the considerations of the members of this research team:

1) Tutors and students should reach an agreement on more flexible schedules to carry out tutoring sessions.

2) The FLD authorities, teachers and teacher assistants should be more committed to foster and motivate students (mostly, those students with low academic performance) to attend tutoring sessions, and students can be rewarded with extra credits if they attend.

3) The FLD community in general should promote tutoring sessions as an important resource to the learning process and English proficiency of the students.

4) Students of the Intensive Advanced English I courses, as well as those students of any other course at the Foreign Language Department, should reflect on the importance of tutoring for the improvement of their own learning process, and they should be eager to overcome the causes of their own reluctance to attend tutoring sessions.

5) The FLD should reopen the Student Service Unit in order that students have more options to tutoring.

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ANNEXES

Timetable

Months		February 2018		March 2018				April 2018				May 2018				June 2018				July 2018				August 2018				September 2018				October 2018				November 2018				February 2019				March 2019			
Weeks		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
N.	Activities																																													
1	Research topic proposals/choosing the research topic																																													
2	Designing the research topic profile																																													
3	Statement of the problem																																													
4	Theoretical framework																																													
5	Type of study (research questions, research design population, and sample)																																													
6	Data gathering process																																													
7	Data analysis																																													
8	Findings																																													
9	Conclusions																																													
10	Recommendations																																													
11	Designing the final research report																																													

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

QUESTIONNAIRE

Topic:

"The Internal and External Causes of Students' Reluctance from the Intensive Advanced English I Courses to Attend Tutoring Sessions with their Teacher and/or Teacher Assistant, Semester II-2018 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador."

Objective:

To collect relevant information from students of English Teaching Major and Modern Language Major related to their academic profile to answer the research question of the investigation.

Instructions:

Answer the following questions in an accurate way. The information provided will not affect your current course. All your answers will be handled in a confidential way.

I. GENERAL INFORMATION:

INTENSIVE ADVANCED ENGLISH GROUP #: _____ SHIFT: _____

MAJOR: _____

AGE: _____ GENDER: _____

II. ACADEMIC INFORMATION:

1) How many subjects are you attending during this semester?

   a) one b) two c) three d) four or more

2) From all the subjects you are attending during this semester, do you consider Intensive Advanced English I to be difficult for you?

   a) no b) yes

3) What strategies do you follow to reinforce your academic performance in Intensive Advanced English I (select as many as you wish by checking the squares of the questions):

   ☐ To pay more attention in class and ask questions to your teacher or the teacher's assistant

   ☐ To create a plan of study before or during the semester

   ☐ To do self-study (study by your own)

   ☐ To meet with your classmates to study in groups in out-of-class

   ☐ schedules To use technological or traditional didactic resources.

   ☐ Other strategies (please specify): _____

4) From all the strategies that you follow in order to reinforce your academic performance in Intensive Advanced English I, which one do you consider that is the most effective? _____.

- Explain why: _____

_____

_____

5) Are you aware that teachers and teacher assistants at the Foreign Language Department (FLD) offer tutoring sessions for students of English teaching Major and Modern Languages major who would like to reinforce their academic performance and/or improve their English skills?

a) yes *b) no*

6) Has your teacher or teacher assistant from the Intensive Advanced English I course offered you tutoring sessions?

a) yes *b) no*

7) Do you consider that attending tutoring sessions offered at the Foreign Language Department (FLD) may be an effective strategy to reinforce your academic performance in the Intensive Advanced English I course and to improve your English skills?

a) yes *b) no*

- Explain why: _____

_____

_____

8) Do you attend tutoring sessions at the Foreign Language Department (FLD)?

a) yes *b) no*

If your answer to question number **8** is "*YES*", go to question number 13 and on; if your answer to question number **8** is "*NO*", continue with the next questions.

9) There may be external causes why you do not attend tutoring sessions at the Foreign Language Department. Please check as many causes as you consider that prevents you from attending such sessions.

① *I must work, and I cannot attend tutoring sessions because of the schedule.* ☐

② *I have other commitments at the FLD, so I cannot attend tutoring sessions.* ☐

③ *There are personal or family issues, and I do not have time to attend tutoring sessions.* ☐

④ *Neither my teacher nor the teacher assistant has ever told me about tutoring sessions at the FLD.* ☐

⑤ *I did not know that there were tutoring sessions at all.* ☐

⑥ *I have tried to attend tutoring sessions, but neither my teacher nor the teacher assistant is present when I arrive.* ☐

⑦ *The FLD do not promote tutoring sessions, so I am unaware of them.* ☐

⑧ *I would like to attend tutoring session, but the teacher/teacher assistant has not provided any further information about them (schedules, place, etc.)* ☐

⑨ *I have tried to attend tutoring sessions, but they are cancelled very often by the teacher/teacher assistant.* ☐

⑩ *Other cause (specify)* _____ ☐

10) Out of the external causes you selected, what is the most influential one that keeps you from attending tutoring sessions offered by your teacher or teacher assistant?

_____

Why?

_____

_____

_____

_____

11) There may be internal causes why you do not attend tutoring sessions at the Foreign Language Department. Please check as many causes as you consider that prevents you from attending such sessions.

① *I do not like the teacher/teacher assistant.* ☐

② *I am not interested in attending tutoring sessions because I do not think I need them.* ☐

③ *I forget to attend tutoring sessions.* ☐

④ *My classmates do not attend tutoring sessions with me.* ☐

⑤ *I am ashamed of attending tutoring sessions.* ☐

⑥ *I do not want my teacher/teacher assistant/classmates to think that I am incompetent in English language.* ☐

⑦ *I prefer to attend tutoring sessions offered at the students' associations rather than attending tutoring sessions offered by teachers and teacher assistants at the Foreign Language Department (FLD).* ☐

⑧ *I already attend an English academy to reinforce my English skills.* ☐

⑨ *I do not feel motivated enough by the teacher/teacher assistant to attend tutoring sessions.* ☐

⑩ *Other cause (specify)* _____ ☐

12) Out of the internal causes you selected, what is the most influential one that keeps you from attending tutoring sessions by your teacher or teacher assistant? _____

Why?_____

_____

_____

III. STUDENTS' POINT OF VIEW ABOUT TUTORING SESSIONS

13) Do you think it is necessary to attend tutoring sessions? yes ☐ no ☐

Why?_____

_____

_____

14) What should the teacher/teacher assistant/FLD authorities do to motivate students to attend tutoring sessions?_____

_____

_____

THANK YOU

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT

Date: _____

INTERVIEW

Topic:

"The Internal and External Causes of Students' Reluctance from the Intensive Advanced English I Courses to Attend Tutoring Sessions with their Teacher and/or Teacher Assistant, Semester II-2018 at the Foreign Language Department, School of Arts and Sciences at the University of El Salvador."

Objective:

To gather information about teacher and teacher assistants' opinions related to the students' attendance to tutoring sessions from the Intensive Advanced English I course in order to answer the research question of the investigation.

Instructions:

Answer the questions considering only your students from the Intensive Advanced English I course.
All your answers will be handled in a confidential way.

GROUP: _____ MAJOR: _____

1) What is the role in your class?

teacher ☐ *teacher assistant* ☐

2) Do you offer tutoring sessions to your students in the current semester in order that they improve their English skills and academic performance?

yes ☐ no ☐

- Explain why

_____

_____

_____

_____

(If your answer to question number **2** was "YES", please continue with the next questions; If your answer to question number **2** was "NO", go to question number **5** and so on).

3) Do your students attend to your tutoring sessions?

yes ☐ no ☐

4) Do you consider that the percentage of students attending your tutoring sessions is low?

yes ☐ no ☐

5) Considering only those students who do not attend your tutoring sessions, what of the following external causes do you think are the most relevant in students' reluctance to attend such sessions? Please check as many causes as you consider:

☐ *They must work, and they cannot attend tutoring sessions because of the schedule.*

☐ *They have other commitments at the FLD, so they cannot attend tutoring sessions.*

☐ *There are personal or family issues, and they do not have time to attend tutoring sessions.*

☐ *Neither their teacher nor the teacher assistant has ever told them about tutoring sessions at the FLD.*

☐ *They did not know that there were tutoring sessions at all.*

☐ *They have tried to attend tutoring sessions, but neither their teacher nor the teacher assistant is present when they arrive.*

☐ *The FLD do not promote tutoring sessions, so they are unaware of such sessions.*

☐ *They would like to attend tutoring session, but the teacher/teacher assistant has not provided any further information about them (schedules, place, etc.)*

☐ *They have tried to attend tutoring sessions, but they are cancelled very often by the teacher/teacher assistant.*

☐ *Other cause (specify)* _____

6) Out of the external causes you selected, what is the most influential one that keeps students from attending tutoring sessions? _____.

Explain why _____

_____

_____

_____

7) Considering only those students who do not attend your tutoring sessions, what of the following internal causes do you think are the most relevant in students' reluctance to attend such sessions? Please check as many causes as you consider:

☐ *They do not like the teacher/teacher assistant.*

☐ *They are not interested in attending tutoring sessions because they do not think they need them.*

☐ *They forget to attend tutoring sessions.*

☐ *Their classmates do not attend tutoring sessions with them.*

☐ *They are ashamed of attending tutoring sessions.*

☐ *They do not want their teacher/teacher assistant/classmates to think that they are incompetent in English language.*

☐ *They prefer to attend tutoring sessions offered at the students' associations rather than attending tutoring sessions offered by teachers and teacher assistants.*

☐ *They attend an English academy to reinforce their English skills.*

☐ *They do not feel motivated enough by the teacher/teacher assistant to attend tutoring sessions.*

☐ *Other cause (specify)* _____

8) Out of the internal causes you selected, what is the most influential one that keeps students from attending tutoring sessions? _____.

Explain why _____

_____

_____

_____

9) Finally, how would you motivate students to attend your tutoring sessions?

_____

_____

_____

_____

THANK YOU